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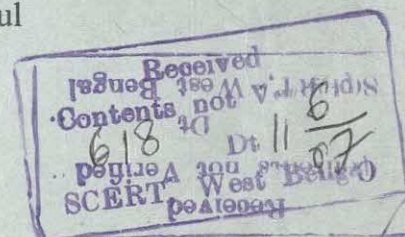
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**ELEMENTARY TEACHER EDUCATION CURRICULUM IN
DIFFERENT STATES IN INDIA
- A STATUS STUDY**

S.K. Yadav

Rehan Sumbul



Department of Teacher Education & Extension
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi
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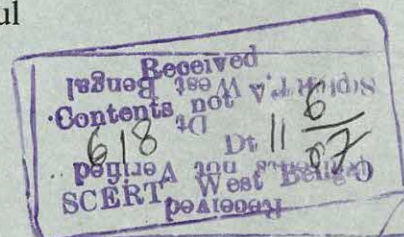
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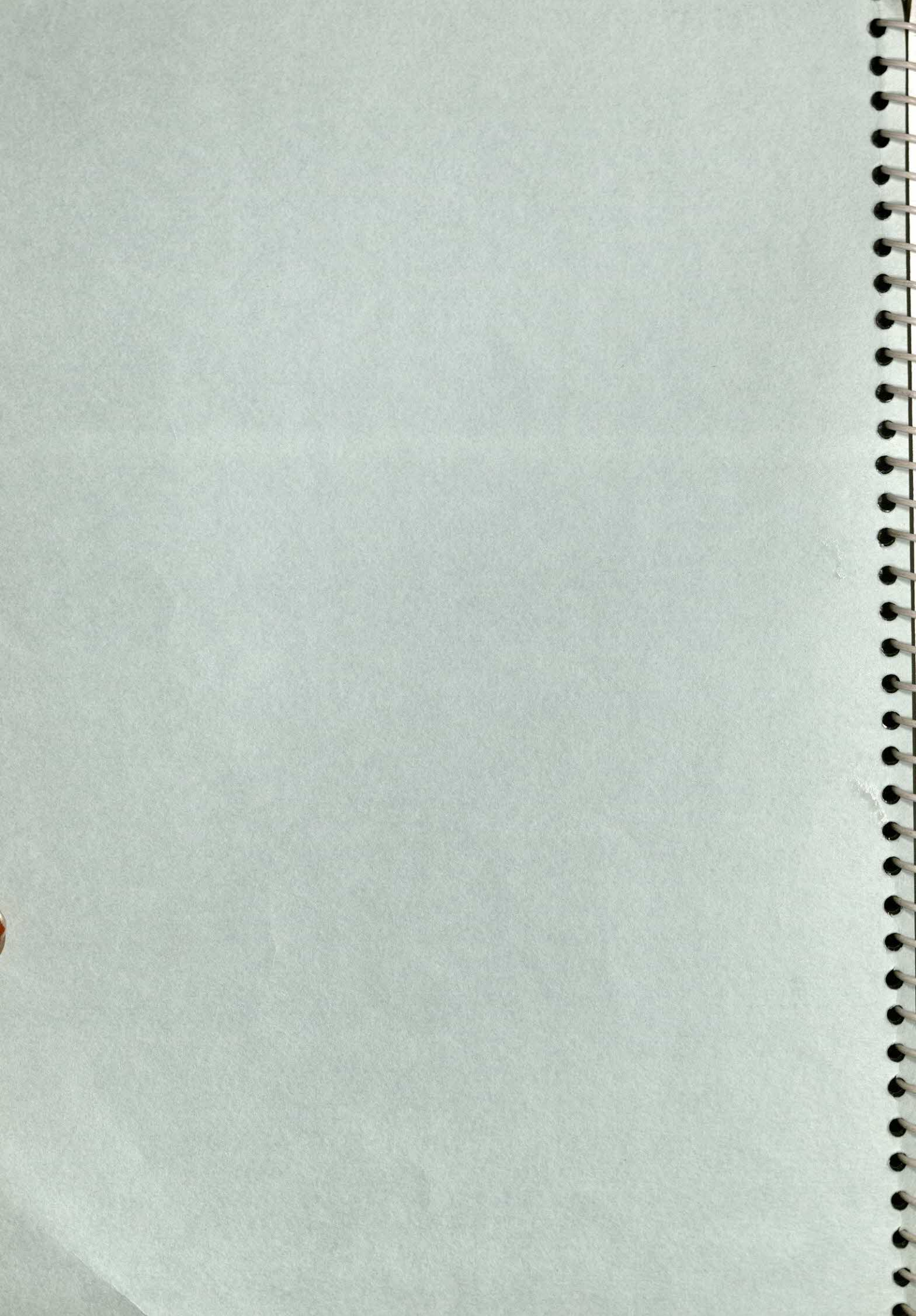
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PREFACE

Teacher is the prime resource of the educational system. The development of society rests squarely on the shoulders of the teachers. Teachers have to shape their pupils in the classrooms and teachers are shaped in the teacher education institutions. Thus, the quality of education is directly dependent upon the course curriculum. The teacher education curriculum particularly at elementary stage should meet the thrusts & challenges posed due to rapid changes in the educational, political, social and economic fields in the country. Pre-service teacher education curriculum at elementary stage shall inculcate requisite knowledge and skills among future teachers and also create awareness towards their roles, functions and responsibilities. The National Council for Teacher Education (NCTE) brought out elementary teacher education curriculum for the first time during 1978. Later on it was reviewed and redesigned during 1988 and 1998. NCERT also brought out curriculum during 2004. Recently during 2006, a draft teacher education curriculum was proposed with the collaboration of NCERT & NCTE. As the education is in the concurrent list, different states are developing their respective elementary teacher education curriculum according to their own situation and so there are lot of variations in the teacher education curricula. The present study focuses on the status of elementary teacher education curricula in different states and union territories in the country. The study consists of six chapters.

Chapter I **Introduction** consists of need, importance, objectives of the study and recommendations of Curriculum Frameworks on teacher education. Chapter II focuses on the **related research studies** undertaken in this area. The third chapter **Design of the Study** includes the sampling, tool used, data collection and analysis of the data. The **results and findings** have been discussed in chapter IV. The chapter V discusses the **status of Bachelor of Elementary Education** course. The last chapter has **summarized the findings and implications** of the study.

We are grateful to Prof. Krishan Kumar, Director, NCERT and Prof. G. Ravindra, Joint Director, NCERT who provided valuable guidance and suggestions from time to time to complete this study. We are equally thankful to Prof. D.K. Bhattacharjee, Head of the Department for extending academic support during this period. My colleagues Dr. Rajrani and Dr. Pranati Panda, deserve special thanks, without their help it was not possible to carry out this task. I am also thankful to all the faculty of SCERTs/SIEs who had extended their valuable help and cooperation in the process of completion of this study.

It is hoped that the findings of the study would be used by researchers, planners, administrators and practitioners in constructing the elementary teacher education curriculum. The comments and suggestions are welcome for improving the quality of the study.

May, 2007

S.K. Yadav
Profesor

R. Sumbul
Research Scholar

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Chapter 1

INTRODUCTION

The quality of education depends to a large extent on the quality of a teacher who in turn is the product of teacher education system of the country. Therefore, teacher education curriculum needs to be in conformity with changing educational and social realities of a given society. In the past, few decades we have witnessed some sporadic attempts to modernize the curriculum of teacher education system at elementary stage in order to attune it to the demands of the socio-politico realities. It would be in the fitness of things to trace the historical antecedents of the present elementary teacher education curriculum to understand the base for the modifications that have been attempted.

The Basic Education movement brought about an important change in school curriculum when the emphasis on bookish learning was replaced by education geared to meet the needs and demands of life. The syllabi for teacher training also changed considerably to enable teachers to play their role in the changing schools. The courses emphasized craft work and instruction relating to the methods of correlating school subjects to the main craft.

Another milestone in the history of teacher training in India was the publication of Sargent report on 'Post-war Educational Reconstruction' in 1944. It recommended that the teacher training course should essentially be practical in nature and specially related to the needs of the school. It also recommended provision of refresher course and research facilities for the teachers.

The Education Commission (1964-66) emphasized on development of teacher education curriculum. Observed that a sound programme of professional education for teacher was essential for the qualitative improvement in education for which it recommended (a) re-orientation of subject knowledge; (b) Integrated courses of general and professional education; (c) vitalizing professional studies and basing them on Indian conditions through the development of educational research; (d) Improved methods of teaching and evaluation which include self study and discussion and continuous internal assessment and sessional work; (e) developing special courses and programmes at all levels of teacher education to meet the requirements of the national system of education.

After an in-depth study of the question of academic burden on students and unsatisfactory quality of learning, Yashpal Committee (1993) recommended that the process of curriculum framing and preparation of textbooks should be decentralized so as to increase teachers involvement in these tasks. It further noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured to ensure its relevance to the changing needs of education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self learning and independent thinking. The teacher education programme, being a professional course has to be rigorous, thorough and intensive programme.

The 1978 NCTE Teacher Education Curriculum Framework

National council for Teacher Education, a non-statutory body, was set up by Government of India to maintain the norms and standards in teacher education in 1973. The NCTE brought out Teacher Education Curriculum Framework in 1978 National Council for Teacher Education, a non-statutory body, was set up by govt. and recommended the following time allocation for different subjects at primary stage.

Table 1.1 : Structure of Primary Teacher Education Programme (Weightage)

S.No.	Area		Four-Semester Professional Education Course After Standard X (10+2; 72 credit-hours)
A	Pedagogical Theory	20%	1. Teacher and Education in the Emerging Indian Society 2. Child Psychology 3. Special courses according to the needs and facilities available
B.	Working with the Community	20%	4. Work situations related to 1,8,9,10,11
C.	Content-cum-Methodology and Practice Teaching including Related Practical Work		5. Core Training Programme Package (10%) 6. Special Training Programme Package I : Language (10%) 7. Package II : Mathematics (5%) 8. Package III : Environmental Studies I (5%) 9. Package IV: Environmental Studies II (5%) 10. Package V : Work Experience and Art (10%) 11. Package VI : Health, Physical Education and Recreational Activities (5%) 12. Related Practical Work (10%) (Modified conventional type)

The emphasis laid down in this curriculum was more on tasks and activities than theoretical aspects.

The 1988 NCTE National Curriculum Framework

Elementary education extends over Standards 1 to 7/8, ordinarily covering the age group 5+6 to 12/13/14, it comprises two distinct stages, referred to as the primary stage (Standards 6 to 8). The curriculum for the primary includes essentially one language, that is, mother tongue or regional language, mathematics, environmental studies gradually extending into Science and Social Sciences, Art Education, etc. The upper primary stage may add a second and a third language and introduce the study of sciences and social sciences as separate subjects. Generally the class teacher system which requires one to teach almost all the academic subjects is followed in the primary stage while special interests and proficiency of the teacher may be considered in selecting the subjects to be taught at the upper primary stage. Possible subject combinations preferred by teacher may include mathematics and science, social sciences and/or language etc. The entire instructional process must have a strong development orientation with the emphasis on adopting processes which are truly child-centered, in nature.

Each teacher must also be able to contribute to one or two of the specialized areas like health and physical education, art education, work experience. Further each teacher should receive adequate introduction to the integrated education of different categories of handicapped children, and sufficient preparation for contribution to at-least one area like adult education, non-formal education, population education, tribal education, women's education, library-services, etc.

As many may have to work in single or two teacher schools in rural or tribal areas, they would need orientation to multiple class teaching and other related aspects and problems. Therefore, relevant courses may be offered as elective, requiring each teacher to choose two areas relevant to his interests and career needs.

Candidates for the two year elementary teacher education programme have now a pass in Standard XII. Not less than half the time in a two years course should be utilized for enrichment in the different academic subject area relevant to the upper primary stage. Assuming that the 12 year education of persons with good achievement in the Higher Secondary examination would have given them adequate grounding in the relevant academic subjects; their initial (pre-service) professional education including content-cum-methodology courses as relevant to the primary education stage could be limited to one year, with the second year devoted to strengthening and enriching mastery in the academic subjects and other general components (art, games, etc.) appropriate to the upper primary stage.

**Table 1.2 : Design :Teacher Education Programme for
Primary and Upper Primary (Elementary) Stage**

<i>Curriculum Components</i>		<i>Weightage in Terms of Time</i>
A.	<u>Foundation Courses</u>	20%
i.	Education in Emerging India (philosophical & socio-cultural perspective)	10%
ii.	Elementary School Students, Learning Processes Adjustment (Educational Psychology)	10%
B.	<u>Stage Relevant Specialization</u>	30%
iii.	Elementary Education and Teacher Functions	5%
iv.	Language Teaching (One relevant language choice)	5%
v.	Mathematics Teaching	5%
vi.	Environmental Studies Teaching (as related to Std. I to V)	5%
vii.	Health and Physical Education	5%
viii.	Arts Education, Work Experience	5%
C.	<u>Additional Specialization</u>	10%
ix.	Science Teaching and Social Studies Teaching/ Pre-School Education	5%
x.	Elective (one : Adult Education/ Non-Formal Education/ Tribal Education/ Multiple Class Teaching/ Population Education/ Special Education, Educational Technology etc.	5%
D.	<u>Practicum/ Field Work</u>	40%
xi.	Practical Work	20%
xii.	Internship in Teaching (in primary & upper primary/ pre-school systems)	20%

The 1998 National Curriculum Framework for Quality Teacher Education

The NCTE was made Statutory Body in 1993 by Government of India and brought out teacher education curriculum. It is an area of education and training particularly suited to the pedagogical goals and methods involved in Problem Based Learning.

The justification for suggesting a separate model of teacher education curriculum for the elementary stage, is given below :

- There is a constitutional commitment for providing compulsory education to all children upto 14 years of age.
- The gradual transition of the teaching and learning processes from concrete operational stage of development to abstract reasoning process and change over of teaching-learning strategies from one stage to another needs to be ingrained in the minds of teachers for ensuring a continuum of learning experiences from class I to class VIII and matching the learning experiences with maturity of the learners. The present status does not reflect the gradual transition implicit in the development of thought processes from one stage to another.

The formulation of the curriculum framework for the elementary stage will also be guided by the general and specific objectives of teacher education and the characteristics of curriculum of development.

Specific Objectives

The specific objectives, relevant to the stage, may be to :

- develop understanding of the psychological and sociological principals relevant to elementary stage of education;
- enable teachers to select, prepare and use appropriate resources for organizing learning experiences;
- acquaint them with methods and materials of teaching children with special needs;
- develop among them the capacity to solve the social and emotional problems of children;
- enable them acquire necessary skills so as to develop curiosity, imagination and self-confidence among children;
- develop communication skills;
- enable to mobilise and utilize community resources as educational inputs;
- enable them to organize supplementary educational activities;
- undertake action research projects;
- enable them to establish mutually supportive linkages with the community; and
- enable them to organize games, sports, physical and other co-curricular activities.

CURRICULUM FRAMEWORK

Theory

- Emerging Indian Society
- Elementary Education in India - Status, Problems and Issues

- Psychology of Teaching and Learning with Special Reference to Learners of Age Group 6-14 years
- Health and Physical Education
- School Management
- Education of Children with Special Needs
- Assessment, Evaluation and Remediation
- Guidance and Counselling
- Action Research

Practical Work

- School Experience inclusive of Internship
- Work Education
- School-Community Interaction
- Organization of Educational Activities
- Organization of Games, Sports and Physical Education Activities
- Action Research Proposals and Studies.

The NCERT National Curriculum Framework for Teacher Education - 2004

The NCERT brought out teacher education curriculum in 2004 in the light of school curriculum framework of 2000.

Objectives

The objectives of teacher education at this stage may include the following :

- Development among student teachers an understanding of philosophical, psychological and sociological principles relevant to elementary education, i.e. understanding the learner, the teachers' role and the teaching-learning process;
- Developing among student teachers skills for teaching integrated environmental studies, integrated social sciences and integrated science and technology;
- Developing among student teachers language skills including the skills of listening and speaking so as to be able to teach languages effectively and creatively;
- Enabling student teachers for planning and organizing activities such as puppetry, games, sports, physical and other similar activities;

- Enabling student teachers to integrate values with the total curriculum transaction within classroom and outside;
- Enabling student teachers to be life-long learners and developing among learners the skill of learning how to learn;
- Enabling student teachers to understand the potentialities of ICT and make use of the same;
- Developing among student teachers the capacity to solve social, interpersonal and emotional problems of learners;
- Enabling student teachers to establish mutually supportive linkages with parents and the community to strengthen school programmes;
- Enabling student teachers to undertake action research projects;
- Familiarising student teachers with methods and materials for teaching learners with special needs;
- Developing among student teachers a special concern for the education of weaker and deprived group of learners;
- Developing among student teachers thorough awareness of health and hygiene.
- Developing among student teachers skills of continuous, comprehensive and diagnostic evaluation and organizing remedial teaching.

Some of the significant implications emanating from the above objectives are :

Curriculum Content and Transaction : Teacher education for preparation of UEE would require special consideration in dealing with the students of rural background, girls, SC/ST, working children, urban deprived, disabled, children in difficult circumstances, migrating, children in poor families, socially disadvantaged groups and minorities. It would also need special effort for bringing all the children to the mainstream of education.

It is necessary that the student teachers be sensitized to the need for reducing curriculum load, organize appropriate learning experiences which are joyful in nature and related to immediate environment of the learner and help them develop and imbibe desirable values.

Teacher education programmes at this stage shall have to provide subject based orientation. Teaching and learning of mathematics would be woven around the environment of the learners so that environmental concerns are properly integrated. The activities would focus on local culture and environment using the local specific contexts and resources. Student teachers shall have emotional and cultural aspects. A realistic awareness and to be linked with social or scientific events. This may be accomplished by emphasizing observation, classification, comparison and drawing of inferences, conducted within and outside the classroom. The desired objectives could be successfully achieved by employing integrated

approach. Yet another important area of learning at elementary stage comprises the Art of Healthy and Productive Living, since this will contribute towards the all round development of the personality of children. Teacher education programmes shall have to stress on activities and practices that strengthen the element of curiosity, imagination and a sense of wonder besides inculcating positive feelings and attitudes for cooperative living and social service.

A major shift at the upper primary stage is in the teaching of sciences and social sciences, each is to be taught as an integrated subject. Teaching these as integrated subject requires special attention and orientation in teacher education programmes. The thrust in new school curriculum on India's cultural heritage and its rich traditions, which have contributed to social, political, economic and other related areas, requires an appropriate sensitization of student teachers. The new course of science and technology requires suitable orientation of student teachers to make the subject psychology, language education and others necessitate orientation of student teachers. Further, emphasis on concept formation and development of skills along with knowledge about applications of science and technological advances in various fields need appropriate skill on the art of the student teachers. It would help them, develop the desired skills in the learners to deal with real life situations.

The new school curriculum framework also gives importance to the education of special needs groups and socio-economically deprived sections of society such as women, rural poor, tribals, minorities, the disabled, etc. It is imperative that teacher education programme is accordingly oriented to enable student teachers to overcome their biases and provide equal opportunity for all children irrespective of their socio-economic and religious backgrounds.

Another major thrust is that the content of education be rooted in Indian thought and experience and remain open to ideas from outside. The vast cultural plurality of our nation comes handy for increasingly drawing from the Indian experience, both past and present. Special emphasis is needed on pedagogical analysis, a clear understanding and appreciation of Indian contribution to knowledge and achievements in various fields/ sectors, etc. This would enable the student teachers to develop a sense of national identity among the learners, right from the elementary stage.

The NCFSE-2000 highlights education in human values as an integral part of curriculum for all subjects at all stages of school education. It stresses the need for suitably weaving of values, human rights and fundamental duties of citizens in day-to-day teaching and other school activities. This has a clear implication for teacher education. Teachers have to play a crucial role in inculcating values among children. Since every teacher is envisaged to be also a teacher of values, student teachers have to be

oriented for value education and developing different strategies for inculcation and promotion of values among school students.

Achieving Minimum Level of learning (MLL) is yet another concern reflected in the school curriculum framework for elementary school stage. MLL are learning outcomes to be achieved by all children and also serve as one of the bases for determining performance capabilities of learners, translating them to specific learning outcomes in the form of competencies. Exercises to this effect, during teacher education programmes, would make student teachers capable of ensuring MLLs at this stage of school education.

ICT is gradually emerging as an integral part of the schooling process. It influences not only the teaching style but also the learning style. ICT results in transformation from teacher-oriented learning to that of exploratory self-learning.

Transaction of teacher education is based on several factors: the academic background of student teachers and teacher educators, nature of the subjects to be taught, philosophy of the subjects to be taught, practical work to be conducted, community resources available for education and characteristics of learners. Attempt may be made to integrate theory and practice as well as community resources. Student teachers need to acquire competencies to draw community resources to facilitate more effective functioning of schools. Emphasis on lectures be minimized while activity-based and participatory methods be encouraged. Practical activities, projects and field work will have to be the main focus of teacher education. Student teachers are to be empowered acquainted with the totality of school and community experiences. They have to be encouraged to undertake action research, group discussion and self-learning activities as a part of their educational programme. Emphasis needs to be laid upon outcome-oriented activities. Student teachers have to learn the skill of adjusting to the level of learners and make their expectations reasonable. Temperamental adjustments may also be necessary so as to identify themselves with the young learners. Regular diagnosis and timely remediation must be encouraged to help achieve mastery of basic skills pertaining to various subjects of study and art of healthy and productive living.

Evaluation has to be conducted for all three major areas, theory, practice teaching and project work related to areas, namely games, sports, yoga, scouts and guides, working with community, etc.

For theoretical components, formative and summative evaluation may be conducted using competency-based tests. Oral examinations may also be used wherever required.

Training programme may also include project work such as developing teaching aids, involvement of student teachers in group activities and work experience, taking up community work, school surveys, community surveys, action research, case studies, organization of co-curricular activities and the like.

Evaluating student teachers' learning outcomes involves meticulous analysis of their performance based on different components of teacher education programme.

There is a need for assessing co-scholastic aspects of the performance of student teachers. Emphasis has to be on change in attitude and acquisition of skills apt for handling activities and making them joyful for young children. Aspects such as planning of activities, organization of activities, harnessing available resources, seeking community participation, practicing diagnostic assessments and proficiency in providing remedial treatment need to be given due emphasis. Suitable evaluation mechanism may be useful in raising competence levels, transparency of evaluation and its participatory nature would be helpful towards improving the quality of teacher education programme.

Evaluation of practicum may be in the form of internal assessment and in terms of grades, covering a wide spectrum of activities related and relevant to elementary stage. Evaluation of the learners' moral growth and their attitudes has also to be made in an informal manner through keen personal observation.

The **National Curriculum Framework (NCF), 2005** presents a fresh vision and a new discourse on key contemporary educational issues. We now need to define the path that can be taken to empower individual teachers who can then empower learners. The critical link that binds the curriculum and the teaching-learning environment together is the teacher. The professional need to review the teacher education curriculum also emerges from the long ossification of a national education system that continues to view teachers as "dispensers of information" and children as "passive recipients" of an "education" that is sought to be "delivered" in four-walled classrooms with little or no scope to develop critical thinking and understanding.

The NCF (2005) has for the first time linked the ongoing debate on curriculum to the pedagogic and professional concerns of the child and the teacher. Teachers are being posed as crucial mediating agents through which curriculum is transacted. The long held belief that textbooks by themselves help develop conceptual understanding, an adequate knowledge-base, secular values and social sensitivity has come into question. The close link between curriculum design and the preparation of teachers has been repeatedly demonstrated in successful educational innovations across the country within mainstream education as well as experiments undertaken by several NGOs.

NCTE & NCERT (2006) Draft Curriculum Framework for Teacher Education recommended to include the areas of study like childhood, child development and learning, teacher and learner in the society, aims of educating children and adults, knowledge and curriculum: reconstructing disciplinary knowledge, developing the self and one's aspiration as a teacher, human right and right of the child, adolescence

education and environmental education, teacher child engagement: pedagogic theory and social internship and learning to integrate ideas, experiences and professional skills.

Teacher education duration for preparation of UEE would require special consideration in dealing with students of rural background, girls, SC/ST, working children, urban deprived, disabled, children in difficult circumstances, migrating, children in poor families, socially disadvantaged groups and minorities. It would also need special effort for bringing all the children to the mainstream of education. It is necessary that student teachers be sensitized to the need for reducing curriculum load, organize appropriate learning experiences which are joyful in nature and related to immediate environment of the learner and help them develop and imbibe desirable values.

Teacher education programmes at this stage shall have to provide subject based orientation. Teaching and learning of mathematics would be woven around the environment of the learners so that environmental concerns are properly integrated. The activities would focus on local culture and environment using the local specific contexts and resources. Student teachers shall have to be provided with the experiences to help children develop socio-emotional and cultural aspects. A realistic awareness and perspective of the phenomena occurring in the environment will have to be linked with social or scientific events. This may be accomplished by emphasizing observation, classification, comparison and drawing of inferences, conducted within and outside the classroom. The desired objectives could be successfully achieved by employing integrated approach. Yet another important area of learning at elementary stage comprises the Art of Healthy and Productive Living, since this will contribute towards the all round development of the personality of children. Teacher education programmes shall have to stress on activities and practices that strengthen the element of curiosity, imagination and a sense of wonder besides inculcating positive feelings and attitudes for cooperative living and social service.

A major shift at the upper primary stage is in the teaching of sciences and social sciences, each is to be taught as an integrated subject. Teaching these as integrated subject requires special attention and orientation in teacher education programmes. The thrust in new curriculum on India's cultural heritage and its rich traditions, which have contributed to social, political, economic and other related areas, require an appropriate sensitization of student teachers. The new course of science and technology requires suitable orientation of student teachers to make the subject learner-friendly. Similarly new developments in educational psychology, language education and others necessitate orientation of student teachers. Further, emphasis on concept formation and development of skills along-with knowledge about application of science and technological advances in various fields need appropriate skill development on

the part of student teachers. It would help them, develop the desired skills in the learners to deal with real life situations.

The new school curriculum framework also gives the extent to which pre-service educators are able to utilize theory in relation to their practice has formed a core concern in teacher education and in part has largely been characterized by the concept of the 'gap' between theory and practice. The concept of gap itself arises more so from the manner in which both theoretical and practical knowledge are conceived in relation to each other than it does in the supposed existence of the gap in the first instance.

NCERT (2006) National Focus Group on Teacher Education for Curriculum Renewal recommended that teacher education programmes should be redesigned to respond to the school curriculum renewal process and in accordance with the state and regional context in which they are situated. A nation-wide review of teacher education curriculum in the light of the school curriculum renewal exercise would need to be undertaken.

Report of the Committee to Review the Teacher Education Programmes of Regional Institutes of Education of NCERT (2007) recommended full-scale review and revision of the transaction approaches and methods followed in imparting teacher training at RIEs.

It is difficult to elaborate in this Report the nature of all changes to be initiated in the teacher education programmes being pursued in RIEs. However, the key features of a pre-service teacher education curriculum and the continued professional development of practicing teachers as indicated by the NCF 2005 and draft Teacher Education Curriculum could guide the reform processes at the RIEs. For instance, the Contents of Teacher Education programmes could be revised to include such as :

- Childhood, Child Development and Learning
- Teacher and Learner in Society
- Aims of Educating Children and Adults
- Knowledge and Curriculum: Reconstructing Disciplinary knowledge
- Developing the Self and One's Aspirations as a Teacher
- Human Rights and Rights of the Child
- Adolescence Education and Environment: Pedagogic Theory and School Internship
- Learning to Integrate Ideas, Experiences and Professional Skills

Similarly, there is a need to build a new perspective for the foundation component/theory around concepts such as (i) the needs of different types of the learners (ii) the roles, responsibilities, commitment and accountability of the teachers (iii) needs of the community and (iv) the schooling process along with the factors contributing to these variables drawn from different cognate disciplines and concerns in a way that these concepts could be linked to practices. The foundation component of teacher education curriculum should help the student-teachers to confront the challenges of theorizing education. A systematic exercise needs to be undertaken to identify fundamental concepts, which can be drawn from cognate disciplines, with a view to (a) highlighting the connectivity among these concepts linked to teaching-learning processes and practices, and (b) focusing on distinct nature of 'education' as an area of study with its emerging the evolving interdisciplinary knowledge base and its epistemology. It is important for teachers to learn the methodology. It is important for teachers to learn the methodology of how they can get (back) in touch with their core qualities and how they can stimulate these qualities in students. This will lead to a deeper involvement in the learning process among teachers as well as students. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of affective domain related traits in school situation for a longer duration could help promote these traits in student-teachers. The teacher education programme needs to allow the space wherein a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he/she becomes an agent of change.

Since the education is in the concurrent list, the responsibility of developing the curriculum for elementary teacher education rests with state governments. The different states and union territories are developing their teacher education curriculum at elementary stage according to their own needs and requirements. The weightage to different areas are given in different ways and there are lots of variations within states and at national level. In this study an attempt has been made to study the status of implementation of teacher education curriculum at elementary stage in different states and union territories in the country.

STATEMENT OF THE PROBLEM

The statement of the problem is stated as -

"Elementary Teacher Education Curriculum in Different States in India - A Status Study".

OBJECTIVES OF THE STUDY

The specific objectives of the study are as follows:

- To study the status in implementation of the elementary teacher education curriculum in terms of structure, agency for curriculum construction, subject nomenclature, transactional approaches of various subjects etc. in different states in the country.
- To ascertain the weightage given in different components of elementary teacher education curriculum.
- To derive implications for action to improve the quality of teacher education curriculum at elementary stage in different states/uts in the country.

DELIMITATIONS OF THE STUDY

The universe of the study was to cover all the 35 states/uts. But the data could be collected only from 25 states/Uts. The details are given in chapter-3.

Chapter 2

Review of the Related Literature

Several studies have been conducted on different aspects of curriculum of teacher education at elementary stage. Some studies have conducted on weightage given to curriculum and co-curricular areas while others on teaching learning processes and its implementation in actual classroom situation. The significant findings of some of the research studies are presented in this chapter.

The curriculum for teacher education was revised from time to time on adhoc basis without considering the findings of researches. The curricular areas are added and subtracted on the basis of experts opinions or recommendations. It does not meet the emerging demands of school curriculum. the theory and practice are not integrated and both exist in quite isolation. The practice teaching was neglected due to non-availability of adequate time period and school facilities. The supervision and evaluation of practice teaching is not on scientific basis and also not satisfactory. The emphasis is more on theory and less on practical aspects. Sessional work is not taken in a serious manner. The time allotted to sessional work is also not adequate. The practical work like work is also not adequate. The practical work like experience, co-curricular activities and socially useful productive work was not organized according to needs and interests of students. Besides this, the lecture and demonstration methods are used in transacting the curriculum effectively (Yadav, 2003).

Behera and Basantia (2005) examined the old and new pre-service teacher education syllabus of Orissa at elementary stage. It was found that the proportion of practical work have been reduced in new syllabus (23%) as compared to old one (44%). The Curriculum Development and transaction of five language papers and three environmental studies, papers have been introduced in new syllabus. The Educational Psychology was named as Educational Statistics in Syllabus. Only 20 percent teacher educators was satisfied with the new syllabus whereas the majority 80% suggested to modify some text books of the syllabus. The teacher educators of DIETs expressed that their institution is well equipped to transact new syllabus. The eligibility qualification is class 10 pass for admission elementary training. However for admission in DIET, the eligibility is intermediate or +2 stage.

Derek & Pun-Hon Ng (2002) studied teachers' beliefs about curriculum design, evidence of a Super ordinate Curriculum Meta-Orientation construct. Using Mc Neik (1996) four curriculum orientations as an example, four scales were constructed to measure 915 teachers' beliefs about academic, social

reconstructionist, humanistic, and technological curricula. A curriculum meta-orientation was conceptually defined as a second-order construct that subsumed Mc Neils four curriculum orientations. Confirmatory factor analysis of teacher data supported the signed hierarchial structure, though the model fit was marginal. The meta-orientation satisfactorily explained 97.9% of the co-variances among the four curriculum orientations. In contrast to the past studies, all the correlations among the curriculum orientations were found to be considerable and positive.

NIEPA (2002) conducted a study on DIETs of Haryana state and questionnaire was used for data collection. The study revealed the two-year diploma on education was offered in all the twelve DIETs. Average TPR was works out to be 1:10, quite close to the NCTE norms of 1:12. Teaching was done mostly through lecture and demonstration methods. Audio-visual aids were rarely used.

Yadav (2002) conducted case studies of two DIETs Moti bagh (New Delhi) and Jodhpur (Rajasthan). It was found that strength of both DIETs, had increased from 50 to 100 in two Year Diploma Course. Admission in diploma course was made on the basis of entrance test and interview. The test was conducted centrally by SCERT, Delhi and Directorate of Secondary Education, Bikaner. During first year 50 lessons plans are prepared for practice teaching in all subjects. Five lessons on microteaching are delivered by students. Besides these, a in unique programme named Introduction to School at First Hand was initiated by DIET, Jodhpur. The supplementary material was developed based on PSTE syllabus and curriculum. Various projects and assignments are assigned to student teachers as part of practical work.

Nagpal (1999) undertook the study appraise the existing HRD climate of teacher educational Institutes, which are preparing teacher for elementary education. The sample comprised 154 academic faculty members of 16 DIETs of Punjab, Haryana, Rajasthan, UP and Delhi. Data were collected through questionnaire, interview, observation field notes, records and publications. The collected data were analyzed using mean, SD and 't' test. The major findings were 1. The HRD climate of the DIETs of Punjab was the best. The next in the order were Rajasthan, U.P., Haryana and Delhi. 2. Significant differences were found in the HRD climate of the DIETs of Punjab and Delhi as well as between the DIETs of Rajasthan and Delhi in the factors of responsibility, top support, feedback, supportive HRD Climate, collaboration and overall HRD Climate. 3. There were significant difference between the HRD Climate of Haryana and Delhi and U.P. and Delhi for factors top support, supportive HRD climate, thrust and in the total HRD Climate. 4. No significant difference were found between the HRD Climate of Punjab and Rajasthan, Haryana and U.P. Punjab and Haryana and between Rajasthan and Haryana except in team spirit, which was better in Rajasthan as compared to that of Haryana. 5. No significant differences were observed among all sampled DIETs for the factors of top-support and feedback :

Maximum significant difference were observed for the factors of responsibility supportive HRD climate and openness versus communication. 7. Team spirit was not operating properly in the HRD climate of the DIETs whereas collaboration was highly operation. 8. The traits of responsibility, openness versus communication, rest taking behavior, top-support were functional in the HRD climate of the DIETs.

Behari (1998) analyzed the teacher education curriculum in relation to its developing the requisite abilities for effective teaching. The sample consisted of 187 student teachers, enrolled at the central Institute of Education (CIE), University of Delhi. Student Teacher Ability Schedule consisting of a test of abilities categorized into two major areas: a) personality characteristics and b) skills of teaching, covering 40 components were employed for data collection. The scores, percentage and the rank obtained on each component were used for data analysis. *Findings* 1. The methodology of teaching paper is more helpful than foundations papers than together in developing abilities, especially skills, but practice teaching or practical skill in teaching is found to be more helpful than the rest of the teacher education programme in developing abilities, especially skills. 2. Dramatics as the activity and discussion as a mode of transaction of programme are found to be more helpful. 3. History of education and health education are less helpful in developing abilities among student teachers. 4. Even though principles of education is found to be very helpful in developing abilities especially personality, the student-teacher did not perceive it to be important in developing abilities required for teaching. 5. It was observed that a theory practice link is missing in teacher education programmes, and therefore, the student-teachers are not able to link what they have learnt.

Dutt & Others (1998) studied the teacher education in Haryana. *Objectives* : (i) To study the growth, development and present status of teacher education in the state, (ii) to study structure, mechanism, management, infrastructural facilities, admission requirement, courses offered and mode of their transaction and issues related to the quality of teacher education in teacher training institutions, (iii) to identify the strengths, weaknesses, problems and competency issues in education, (iv) to identify additional inputs critically needed for improving teacher education programmes in view of emerging scenario in school education; (v) to identify additional inputs critically needed for improving teacher education system, (vi) to mobilize efforts for bridging the gaps identified, and (vii) to assist educational planners and policy makers for future planning and reconstruction of teacher education. *Methodology* : The study both pre-service and in-service education of pre-primary, primary elementary, secondary school teachers and teacher educators working in DIETs, GETTIs, ETTIs and Colleges of Education. It

also covered special areas of teacher education like identified institutions which provided resource support for development of teacher education. Data was collected from Director(s) of secondary & primary education, Haryana, Departments of Education of respective universities, all colleges of Education in the State and all DIETs, GETTS, ETTIs in the state. The tools used in the study included questionnaire for status study of teacher training institutions developed by NCTE and interview schedule for experts designed in the SCERT. There were 79 items in the questionnaire both in part-I and part-II covering general aspects, admission, circular etc. The interview schedule contained some exhaustive and though-provoking responses from the respondents. *Major findings* : The number of seats available in colleges of education and departments of education in state universities for M.Ed. course were very limited. It seemed that the emphasis in teacher education programmes was mainly on preparation of teachers for primary and secondary education with limited attention to prepare teacher-educators and researchers at both stages. The curriculum at the primary level was identical in all the 13 DIETs, 12 GETTIs, and 8 ETTIs in the state. Work experience, SUPW activities were an essential part of the syllabi and it had many varieties. However, work experience activities were carried out without trained teacher educators, 30-60% institutions had social service, paper making, book binding, cooking, gardening, chalk preparation, clay modelling etc. as SUPW activities. Strategies like, participatory seminars, group discussions and report presentations were not being practiced drug demonstration. Innovative activities were not carried out in most of the institutions. There were no research facilities at GETTIs and ETTIs levels. Only a few of the faculty members of SCERT, DIETs were involved in conducting research studies. This indicated lack of interest and competence among the academic staff. Relevant material like abstracts of studies completed were not available in the institution. There was no mechanism or platform which could provide an opportunity to disseminate experiences about innovative practices and studies.

Gafoor and Ayishabi (1998) studied the availability and utility of material facilities/resources-physical and financial and human, and institutional climate of 7 DIETs of northern Kerala (3 DPEP DIETs and four non-DPEP DIETs). The study also included sub-samples such as 75DIET teachers, 175 pre-service students, and 50 teachers each who attended in-service course organized by each branch of DIETs. 500 school students and 10 heads of schools. The over.all nature of PSTE course was the same as prevalent in other TTIs. No change was observed in the admission, curriculum and evaluation procedures followed in PSTE.

Sandhir & Others (1998) conducted a critical and disciplined investigation into the researches in elementary education in the state through review and synthesis. Other objectives were to delineate the gaps for further research in school education and to facilitate a deeper understanding of existing state of affairs, capacity building and institutionalization of research process. *Methodology*: This included

developing abstracts of all research work in elementary education during 1992-96 carried out by the universities, educational and socio-economic research institutions, NGOs and individual experts as sponsored activities. The abstracts were classified four broad category namely, pedagogy, curriculum, textbooks and other material. The procedure included advertisement through leading English newspapers in the state requesting for research papers abstracts of research studies etc. These were then listed. An inventory of colleges, various departments of universities, NGOs, private research institutions, social science research institutions dealing with elementary education in the state, innovative programmes operative in the area of elementary education in the state, DIETs individual/teacher researchers etc were prepared. Visit to universities, its various departments, colleges of education, NCERT, NIEPA, RIE, Ajmer, DIETs, GETTIs, ETTIs were made by the research associates. Interactions with ERIC in NCERT were also held. Finally the abstracts were categories into 27 categories. *Major findings and implications:*

- (1) Very few researches had been conducted in elementary education. Most of such researches undertaken were degree-oriented *i.e.* for M.Ed., M. Phil. & Ph.D. and were of routine, repetitive & ritualistic nature on common themes, the findings of which were already known. Researches on improvement in methodology or classroom practices were rare.
- (3) Kurukshetra University conducted thirty four researches (for earning a degree) on elementary education during this period.
- (4) MD University, Rohtak contributed to 16 studies on elementary education which were done towards earning of degree such as Ph.D. M. Phil. etc. In addition, it contributed six M.Ed. dissertations through its affiliated colleges.
- (5) Two affiliated colleges of Kurukshetra University contributed four studies in elementary education during this period.
- (6) Out of 24 institutional research projects abstracted, 11 were contributed by SCERT, Haryana, six by NCERT, three by Ed.CIL and one by Department of Development and Communication Institute.
- (7) Researches had no significant role in policy making including curriculum development and its transaction and vexing problems in education were rarely solved through research findings. However, they lead to a better understanding of the role of research in policy making. Most of the research abstracts were short-term research studies - either degree-oriented or motivated by some monetary benefits, ending up with limited policy implications.
- (8) There were virtually no longitudinal and long-term research studies.
- (9) It was difficult to cull out an exact picture of macro-level phenomenon from micro-level findings in the abstracted studies.
- (10) Most of the studies had been undertaken at individual level. Team work, collaborative studies were few; there was need to build team-work culture and undertake inter-disciplinary and collaborative studies.
- (11) There seemed to be ad hoc undertakers of research activity, solely motivated by degree and or financial gains.
- (12) Analysis indicates that there was a lack of tendency on the part of researchers to delve deep into an educational issue and plan sequential research on the same with continuing and sustained effort. Temptation to start a research right from the beginning, without picking up the previous thread needed to be avoided because it became difficult to draw

significant generalizations from them; at times, they even contain contradictory findings. (13) A mounting demand for more and better education in the state. Adequately-planned research efforts were needed in SCERT, DIETs and at various levels to infuse quality in education. (14) In nearly all the studies, there has been over-dependence on the use of questionnaire for ease in quantification and computing data. Very few studies had used other methods such as observation, case study, contact, analysis. participant observation etc.

Yadav & Others (1998) performed a study with the objectives (i) to document and analyze state policy on teacher training, teacher motivation, recruitment policy, recruitment of female teachers and their representation, remuneration often teachers transfer policy, demand and supply of teachers, pre-service and in-service teacher .etc in Haryana, (ii) to document and analyze infrastructural facilities available at the district both in pre-service and in-service training, (iii) to assess the perceptions of teachers about their economic and professional status & to identify factors affecting teacher motivation in school (iv) to identify in-service training needs of teachers and suggest guidelines for providing input for teacher training in DPEP in Haryana. *Methodology:* The districts were purposively selected. One block at the rural level in each was randomly chosen. One school complex in each block and one in urban areas at district head were selected randomly. Total numbers of teachers selected in each district were 100. If the number of teachers in the selected school complex was less than 100, then teachers from the adjacent school complex were included. To assess the state policy on teacher training, documents, office procedural guidelines relating to teacher remuneration, transfers, incentives etc were studied. Members of SCERT faculty, DEOs and BEOs were interviewed to collect information on the same. Procedure for admission to primary elementary teacher training institutions was document depth studies of teacher training institutions at the primary, elementary level in selected districts with respect to facilities, admission procedure, curriculum transaction, school experiences and field work was conducted. For realizing the last two, a field study was conducted. The tools of data collection included: State Policy on Teacher Training Guidelines (SPGT), schedule for SCERT faculty, for district Block Education Officer, training institute information schedule, and teacher. The procedure for data collection involved development of a training manual, recruitment & training of field staff and data scrutiny & management. *Major findings:* (I) There was a wide variation between the representation of male and female teachers in the two districts. In the two sampled districts, the percentage of teachers belonging to higher castes was higher than SC teachers. The OBC representation in both the districts was below 10%. Age profile varied among males and females, as well as in rural and urban areas in the two districts. A majority of the males in Jind (65.6%) and Hisar 50%) were 45 years % above while in the case of females, they were between 35-44 years. A majority of teachers (male/female, rural/urban) in the two districts were matriculate, but

the percentage of teachers having senior secondary qualification was about 20%. Most of the teachers had undergone JBT training {(93-95%), just 1 % of untrained teachers were reported in Hisar district. About 55% of the teachers in Jind District had more than 20 years of experience where as in Hisar, about 40% of the teachers had 1-10 years experience. Some implications have been derived from the above findings. 1. Strategies should be developed to increase the representation of female teachers in Jind district. 2. Measures should be taken to upgrade the qualifications of existing teachers at least up to senior secondary level through open schools etc. 3. Measures may be taken to impart training facilities to the insignificant number of untrained teachers, if any. 4. Pre-service teacher education curriculum needed revision since it was considered as unsatisfactory by teachers. 5. Heavy work pressure, irrelevant training, non-availability of requisite material were the reasons attributed by teachers for not using the practices learnt while training. Multi-grade teaching, methods of teaching and use of improvised teaching aids needed attention during both in-service and pre-service training.

Bhatt and Bawana (1997) attempted to identify the nature and extent of discrepancy that existed between the competencies considered to be developed among the teacher-trainees and those which the teacher educators claim to have developed through the teacher education programme. Objectives were, to identify the competencies claimed by the teacher educators as developed among the teacher trainees through the teacher education programme, and to identify the extent to which the competencies are considered to be attained by teacher-trainees through the teacher education programme. A sample of 16 teacher educators, who were involved in the pre-service training of elementary school teachers of the DIET, Mysore were taken as sample and the data were collected with the help of interview and treated with frequencies and percentages. The major findings were a considerable discrepancy had been observed comparing list of competencies expected to be developed and those actually developed among the trainees. The training input provided in the teacher education programme even when the teacher educator expected to develop a competency was either in appropriate or insufficient for the purpose. Of the seven categories four categories, namely, planning and preparation, inter-personal, community related and research competencies were such that none of the competencies listed under them were perceived as attained by the majority of the teacher-trainees. Of the remaining three categories which actually accounted for 74% out of the total competencies listed, 14% of the competencies were not attained by the majority, 26% of the competencies were attained by the minority and 34% competencies were attained by the majority.

Gafoor (1996) performed a critical study on the functioning and work efficiency of the District Institute of Education & Training. The study attempted to assess the material human resources and the efficacy of various training programmes of DIETs. *Objectives* : (i) to study the availability and utility of material

facilities and resources of DIETs, (ii) to analyze the institutional climate of DIETs, (iii) to study the quality of pre-service and in-service training programmes of DIETs for primary school teachers, and (iv) to analyze different action research and experimental works carried out by DIETs. *Methodology*: The sample comprised 75 DIET teachers, 50 teachers from each branch of DIETs who attended the in-service training course, 500 school students and 10 heads of the schools of Kerala state. The tools used were questionnaire on DIETs, general datasheet for DIET teachers, school organizational climate description questionnaire, rating scale on teaching competence for teachers, checklist on teaching competence for Head of the Institutions, opinionnaire on teacher behaviour for pupils, programme evaluation questionnaire for pre-service and programme evaluation sheet for in-service. The collected data were analyzed using percentage, correlation, significance of difference between means and qualitative analysis too. *Major Findings* : (i) the availability and utility of material facilities and DIETs resources were not satisfactory, (ii) a participatory democratic atmosphere was non-existent in majority of DIETs (iii) the quality of pre-service and in-service programmes of DIETs were also not totally satisfactory, (iv) DIETs were basically not competent to carry out action research and experimental works.

Rob (1995) studied partnership and the curriculum of Teacher Education. The paper looks towards the development of forms of partnership in initial teacher training based on shared but differentiated responsibility and the division of labour shared understandings about what is to become a teacher are also necessary but they are often difficult to achieve. This paper argued that a shared and dynamic model of partnership was unlikely to work affectively in the interests of students and the profession unless teachers are prepared to embrace the concept and application of theorizing, the process by which we make sense of practice and inform it without this, teacher training runs the risk of becoming a means of induction into cultural norms, a cultural apprenticeship based on limited experience. It is a model difficult to avoid if training is limited to the acquisition of subject knowledge and a set of tightly specified competences for its transmission. Such specification alongside accreditation and tight controls on the curriculum of teacher education, are seen as part of an increasing drive towards centralization. Only through constructions partnership between schools and colleges and through joint development of clearly argued and intellectually well founded rationale for the initial training and continuing professional development of teachers will the profession be able to assert its own credibility its professional status, and its claim for increased autonomy.

Gupta (1993) conducted an investigation into the functioning of the various branches of 18 DIETs that were setup in the first phase in Madhya Pradesh, Orissa and Rajasthan in the light of the document titled DIET Guidelines, 1989. The data were collected with the help of two tools- DIET Appraisal I and DIET Appraisal II, visits and interview of the faculty of DIETs. The study conducted that seven branches as suggested by the document 'DIET Guidelines 1989' were in existence in the sampled DIETs of the three states. As per DIET Guidelines 1989, fifty candidates' could be admitted in the PSTE course. In the DIETs of Rajasthan on an average 101 and 122 candidates were admitted in the first and second year respectively. In Madhya Pradesh 85 and 82 candidates were admitted in the first and second year respectively. In Madhya Pradesh the demand for teachers was more while in Rajasthan some seats were allotted to the Department of Social Welfare and wards of deceased employees of state government. Another an appraisal study of six DIETs of Rajasthan, setup in the first phase of the scheme, was also conducted by Gupta (1991) of setting up of DIETs in the country. The main objectives of the study were to identify the problems faced by these DIETs and to suggest measures for improving their operational efficiency. The data were collected with the help of two tools - DIET appraisal proforma I and II and by interviewing the principles of six DIETs. The enrolment in PSTE course exceeded the prescribed limit of 50 students. The curriculum for PSTE course developed by SCERT, Rajasthan was being followed by DIETs.

Singh and Malhotra (1991) analysed 38 research studies on curriculum of teacher education programme. Most of these studies have evaluated the curriculum of various teacher education programmes by seeking the opinions of teachers, teacher educators, heads of schools and other personnel involved with teacher education programme. A close scrutiny of these researches suggest that almost all the studies have pointed towards the irrelevance of teacher education curriculum of different levels. However, as concluded by Singh and Malhotra (1991) rarely have studies gone in for evaluation of curriculum from the consumers' point of view, that is, teacher effectiveness, student-teachers interest, solving school problems, workability of existing school conditions etc. Besides questions like the relevance of curricula to the changing needs of society, goals of education and extent of utilization of curriculum suggested in various National Curriculum Frameworks etc. have not been much researched topics, therefore a solid research base for curriculum revision in teacher education programme is not build. To be truly effective, teacher education curriculum should be synchronized with the requirements of school curriculum. However curriculum frameworks have never mentioned such research support for curriculum modification and failed to reflect the changes and revisions introduced in the school curriculum. For

instance, though physical education, health and art education were considered an integral part of the school curriculum, they were not reflected in the teacher education programme.

Another issue was focused on cooperation between teacher training institutions and practicing schools. Few attempts have been made to evaluate various dimensions of practice teaching like effectiveness of classroom behaviour, effect of feedback from different sources on classroom behaviour of student teachers, methods of evaluating practice teaching, transfer of learning to actual classroom situations, supervisor's comments on practice teaching etc. Findings of these studies reveal the lack of seriousness on the part of supervisors with regard to providing feedback to student teachers. The comments of supervisors generally clustered around a few aspects of teaching skills like questioning, explaining etc. The focus of practice teaching programme centred around completing the prescribed number of lessons instead of providing feedback to student teachers for improving the quality of their performance, though research studies provide ample evidence that appropriate feedback has positive correlation with the performance of student teachers. Whatever small efforts have been made in this direction reveal alarming results which have significant implications for improving the quality of Pre-service teacher education programme. Few significant findings are given below:

- Practice teaching is often completed hurriedly and experience of teaching in variety contexts is seldom provided.
- Demonstration lessons are often given only on paper and not in practice.
- Observation of lessons before practice is generally not in vogue.
- Often what is being taught in methodology classes is not acceptable to school teachers and they hardly agree that new methods for teaching practice at the college premises.
- Teacher educators often do not possess adequate knowledge of the subject being taught at the schools.
- The subject teachers' and the methodology teachers often have difference of opinion on preparing lesson plans and on methodology of teaching as well. The contradiction in their supervision confuses student teachers as they do not know whose suggestions to follow.

Besides above, the minimum requirement of any teacher education programme is to equip the trainees with basic skills and competencies of a good teacher. Such as to have content knowledge and the ability to logically communicate ideas with clarity, ability of classroom management, providing feedback and reinforce students, ask problems questions in a logical sequence, organize educational experiences outside the classroom and to have skills to seek community participation and help the students to do so. They provide practice to student teachers on these aspects of teaching under stimulated situation. Micro-

teaching emerged as a very powerful movement in western teacher education programmes and soon attracted the attention of Indian scholars also. Research on micro-teaching made a beginning in the latter part of 1970s and soon became a popular research area and more than fifty studies were undertaken on micro-teaching during the decade of 1970-80. The focus of earlier studies was to investigate the effectiveness of micro-teaching vis-a-vis the conventional student teaching practices and interaction analysis, which later, shifted to improving and developing teaching skills. Majority of studies in this area are conducted in experimental setting utilizing pretest post test controlled group design. However, studies with in-service teachers as sample have used single group pretest, post-test design. Probably this is the single most researched area in the field of teacher education where large number of studies have been conducted on various components of micro teaching.

Chapter 3

Design of the Study

It is essential to follow a scientific procedure to obtain dependable, accurate, reliable and valid results from a study. It is also imperative to select the sample methodologically and it should be representative of the population. It is equally essential to select or construct reliable tools for the collection of relevant data, analyze the obtained data and draw conclusions carefully with reference to objectives and hypotheses or research questions framed. In this chapter, the design of the study consists of sample selected, tool used, procedure adopted for data collection and analysis of data have been discussed.

SAMPLING

The pre-service teacher education programme (PSTE) at elementary stage are being run by the District Institutes of Education and Training (DIET) and Elementary Teacher Education Institutions (ETEI) in different states and union territories. Efforts were made to collect data from DIETs and ETEIs from all the 35 states and union territories during 2005-06. However, the data could be collected from 25 states/union territories, namely, A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Orissa, Pondicherry, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh.

TOOL USED

To obtain necessary information from the states, a questionnaire was developed and finalized with the help of experts. The questionnaire had six sections. Section I was related to General Information about the number of DIETs and ETEIs, including name of the institution, duration of the course, admission criteria, minimum eligibility for admission, details of the academic session, weekly and daily schedule, guidelines for curriculum revision and agency involved in revision.

Section-2 of the questionnaire sought information about the scheme of the studies related the number of subjects, periods, weightage given to each curricular and co-curricular area including compulsory, optional/special, practice teaching, pre- and post-internship programme, practical activities; mode of curriculum transaction and use of teaching aids.

Section-3 sought information regarding practice teaching including total duration steps for preparing pupil teachers, details of norms of subjects, minimum number of lessons prescribed for each subject, lesson supervised by cooperative teachers and assessment procedure etc.

Section-4 consisted practical and co-curricular activities.

Section-5 sought information about assessment and evaluation of Elementary Teacher Education Curriculum.

The last section-6 included the suggestions for improving the elementary teacher education curriculum.

The detailed questionnaire is given in the Appendix-I.

DATA COLLECTION

The data was collected by mailing the questionnaire to all DIETs and elementary teacher education institutes in all the states and union territories of the country who are preparing teachers at elementary stage. The efforts were made to get the filled-in questionnaires from all the states. However, the filled-in questionnaire were received from 25 states/uts. The details are given above in the sampling section. Besides this, the curriculum and syllabus of elementary teacher education from these states were collected and analysed. Some institutions were visited and collected the data personally.

ANALYSIS OF DATA

The data were scrutinized, classified, compiled and analysed variable-wise. Wherever necessary, descriptive analysis of data was carried out. The syllabus and curriculum of elementary teacher education institutions of these states were analysed to validate the information provided by the institutions. The findings of the study are discussed in chapter - 4.

Discussion of Results and Findings

In this chapter, the results and findings of different variables related to elementary teacher education curriculum in different states in the country are discussed. The collected information were classified, analysed and the findings are presented under the following heads :

1. Nomenclature of Pre-service Elementary Teacher Education (PSTE) Course
2. Duration of Elementary Teacher Education Course
3. Admission Criteria for ETE course
4. Qualification for Admission in ETE course
5. Eligibility Criteria for Admission
6. Type of Students in the Course
7. Medium of Instruction
8. Total Number of Instructional Days in a Year
9. Total Number of Working Days in a Year
10. Total Number of Periods in a Week
11. Duration of a Class Period
12. Revision of Curriculum of ETE
13. Frequency of Curriculum Revision
14. Guidelines for Development/Revision of the Curriculum
15. Agency Involved in Curriculum Construction /Revision
16. Personnel Involved in Curriculum Renewal Process
17. Admitted Students in 1st years of ETE Course
18. Transactional Strategies for ETE Institutions
19. Compulsory Papers During ETE Course
20. Optional Papers During ETE Course
21. Teaching aids Used During Classroom Transaction
22. Duration for Pre-Internship/ Practice Teaching Activities
23. Steps for Preparing Pupil Teachers for Practice Teaching
24. Duration for Conducting Practice Teaching

25. Number of Lessons Prescribed for each Teaching Subject which are to be Observed by Supervisor
26. Practice Teaching Components
27. Number of Lessons for each Teaching Subject which are Observed by Supervisor, Co-operative Teacher and Internal Faculty
28. Mechanism for Assessing Practice Teaching
29. Number of Lessons Assessed by External Supervisor
30. Provision for Organizing Practical Activities
31. Basis for Assessment of Practical Work
32. Co-Curricular Activities (C.C.A) Offered by T.T. Institutions in the State for Pupil / Teachers development.
33. Implementation of Semester System or Annual Examination System.
34. Mechanism for Evaluation
35. Minimum Pass Percentage
36. Marks for Division
37. Certificate Awarding Agency
38. Emerging Concerns of School Education Addressed by the Present Elementary Teacher Education Curriculum of the States
39. Suggestion for Modifying Present Curriculum
40. Suggestions to Improve Existing Evaluation System of the Course

The status of above variables related to elementary teacher education in different states/uts have been discussed in details in the following pages.

NUMBER OF ELEMENTARY EDUCATION INSTITUTIONS

The table 4.1 provides information about the total number of DIETs and ETTIs in 25 states/uts for preparing teacher at elementary stage.

Table 4.1 : No. of Elementary Teacher Education Institutions

S.NO.	NAME OF THE STATE/UT	NO. OF DIETS	NO. OF ETEIS
1.	A & N Islands	01	---
2.	Andhra Pradesh	23	02
3.	Arunachal Pradesh	11	--
4.	Assam	18	26
5.	Bihar	17	43
6.	Chandigarh	--	01
7.	Chhattisgarh	07	05
8.	Delhi	19	--
9.	Goa	01	--
10.	Gujarat	26	274
11.	Haryana	17	21
12.	Himachal Pradesh	12	--
13.	Karnataka	20	--
14.	Kerala	14	165
15.	Maharashtra	29	460
16.	Madhya Pradesh	38	--
17.	Meghalaya	07	06
18.	Mizoram	02	--
19.	Nagaland	06	--
20.	Orissa	13	--
21.	Pondicherry	01	05
22.	Rajasthan	30	72
23.	Tamil Nadu	29	218
24.	Tripura	04	--
25.	Uttar Pradesh	70	--
	Total	386	793

It is revealed from the above table that 386 DIETs and 793 ETEIs are set up in twenty-five states and union territories for preparing teachers at elementary stage. DIETs are being run by under govt sector but ETEIs are governed both by government and private sectors. However, 10 DIETs are under the private sector in Delhi. In Rajasthan, two ETEIs are purely, running the Sanskrit course. In Haryana, two ETEIs are from government sector. But in Assam, seven normal schools are set up in place of ETTIs. The four year Bachelor of Elementary Education (B.El.Ed.) Course is being run by Delhi University.

NOMENCLATURE OF PSTE

The nomenclature of Pre-service Teacher Education (PSTE) Course at elementary stage in different State/ union territories is given in the following table.

Table 4.2 : Nomenclature of the Pre-service Elementary Teacher Education Course

S.No.	Name of the Course	No.of States/Uts
1.	Junior Basic Training (JBT)	A & N Islands, Himachal Pradesh
2.	Diploma in Education (D.Ed.)	Andhra Pradesh, Andhra Pradesh, Arunachal Pradesh, Goa, Haryana, Karnataka, Madhya Pradesh, Maharashtra
3.	Diploma in Elementary Education (D.E.Ed.)	Assam
4.	Diploma in Teacher Education (DTE)	Tamil Nadu, Mizoram
5.	Elementary Teacher Training (ETT)	Chandigarh, Delhi, Meghalaya, Orissa, Madhya Pradesh
6.	Elementary Teacher Education (ETE)	Delhi
7.	Bachelor in Elementary Education (B.El.Ed.)	Delhi
8.	Primary Teacher Certificate (PTC)	Gujarat
9.	Primary Teacher Training Course (PTTC)	W.Bengal
10.	Teacher Training Certificate (TTC)	Kerala
11.	Pre-Service Teacher Education (PSTE)	Nagaland
12.	BSTC	Rajasthan
13.	Diploma in Primary Teacher Education (DPTE)	Tripura

14.	Basic Training Certificate (BTC)	Uttar Pradesh
15.	Primary Teachers' Education	Bihar
16.	Eight-Months In-Service Primary Teacher Education Programme	Assam
17.	6 Months' JBT; 9 Months' Upper Primary Teacher Training	Assam
18.	Certificate course in Primary Education run in Collaboration with IGNOU.	Meghalaya

It is observed from Table 4.2 that there is wide variations in the nomenclature of the elementary teacher education course in different states and union territories. Out of 25 States/Uts, only 7 named it as D.Ed., 4 as ETTI and JBT in A&N Islands and Himachal Pradesh states. The remaining states are having different names of the course. The Diploma Course is offered at elementary stage in all the states but Delhi University is offering four years' Bachelor of Elementary Education Degree Programme for prearing teachers at this stage. However, six, eight and nine month in-services course are organized for untrained teachers by Assam state. The Meghalaya state was running Certificate Course in Primary Education in collaboration with IGNOU, New Delhi. It would be better if the D.Ed. nomenclature may be followed in the remaining states/union territories. D.Ed. was suggested in DIET guidelines evolved by govt. of India. It will also help in removing the confusion about the course.

DURATION OF THE COURSE

The duration of the ETE Course at elementary stage in various states is presented in table-4.3

Table 4.3 : Duration of the Course

S.No.	Duration of Course	No. of States/ Uts
1.	1 Year	Bihar, Meghalaya, Tripura, W.Bengal,
2.	2 Years	A & N Islands; Andhra Pradesh, Arunachal Pradesh, Assam, Chandigarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Meghalaya
3.	2 ½ Years	Karnataka, Maharashtra
4.	4 Years	Delhi

The duration of ETE course had lot of variations in different states. The duration of elementary teacher education was one year in Bihar, Meghalaya, Tripura and W. Bengal whereas in twenty states/uts, it was 2 years' duration. But 2 ½ years duration was found in Karnataka and Maharashtra states. The Delhi University was having 4 years' Bachelor of Elementary Education course besides two years diploma course. In Assam, six month and nine month duration training programme are running for untrained teachers who are working in primary and upper primary schools. However, pre-service course for one year was also run by Assam state on adhoc bases. The PSTE course was initiated in Meghalaya since 2005. The DIET were set up in the light of recommendations of NPE 1986 to improve the quality of teacher education. Two year duration was recommended for the D.Ed. course in DIET guidelines. At least, the duration of the D.Ed course be increased for two years in the states where it is for one year or less. Chattopadhyaya Committee Report of National Commission on Teachers recommended five duration after class XII for pursuing general and professional education concurrently. This recommendation was implemented by Delhi University.

ADMISSION CRITERIA

The admission criteria for ETE course is included in Table 4.4.

Table 4.4 : Admission Criteria for ETE Course

S.No	Admission Criteria	No. of State/Uts
1.	Entrance Test	Bihar, Delhi, Haryana, Himachal Pradesh, Nagaland, Punjab
2.	Merit Basis	Chandigarh, Jammu & Kashmir, Jharkhand, Goa, Gujarat, Kerala, Maharashtra, Manipur, Rajasthan, Meghalaya, Daman & Diu
3.	Entrance Test and Interview Basis	Orissa, Pondicherry
4.	Merit and Interview Basis	Madhya Pradesh, Mizoram, Lakshdweep
5.	Deputation by Govt.	Arunachal Pradesh, Assam, Chhattisgarh, Lakshdweep, Karnataka, Sikkim, A & N Islands, Bihar

The admission criteria for elementary teacher education course varies in different states and union territories. In Bihar, Delhi, Haryana, Himachal Pradesh, Nagaland and Punjab, the admission is given on entrance basis; while in 10 states/uts namely, Chandigarh, Jammu & Kashmir, Jharkhand, Gujarat, Kerala, Maharashtra, Manipur, Meghalaya, Daman & Diu and Rajasthan, it is purely merit basis. But the



admission criteria in Orissa and Pondicherry was based on entrance test and interview basis. In Madhya Pradesh, Mizoram and Lakshadweep, it is based on merit and interview. But in many other states such as A & N Islands, Arunachal Pradesh, Assam, Bihar, Chhatisgarh, Lakshadweep, Karnataka, Sikkim, the teachers are deputed by the government for elementary teacher training on the basis of seniority. No doubt the students are admitted in some states in PSTE course on the basis of entrance test and interview basis. The other state may also follow this system so that good students can be admitted in this course..

ELIGIBILITY FOR ADMISSION

The eligibility criteria for admission in ETT course is given in table 4.5.

Table 4.5 : Eligibility for Admission

S.No	Eligibility	No. of State/Uts
1.	+2 / Intermediate	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Gujarat, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Delhi
2.	Graduation	Haryana, Chandigarh, Goa, Uttar Pradesh

The minimum eligibility for admission in the course is intermediate/ senior secondary in most of the states and union territories; while Haryana, Chandigarh and Uttar Pradesh states have prescribed graduation as qualification. If possible, the minimum qualification to be increased from class XII to graduation level so that competent teachers can be prepared. They will able to teach classes VI, VII and VIII besides primary classes effectively. In case, qualification is not increased, the content of upper primary stage to be taught during training programme.

TARGET GROUP

Table 4.6 presents the data regarding type of students who are admitted in this course

Table 4.6 : ETT Course Students

S.No.	ETT course	No. of State/Uts
1.	Fresh Students	A & N Islands, Arunachal Pradesh, Assam, Chandigarh, Delhi, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh
2.	In-service Teachers	Assam, Bihar, Madhya Pradesh, Meghalaya
3.	Both	Andhra Pradesh, Goa, Himachal Pradesh, Meghalaya, Mizoram, Rajasthan

Elementary teacher education is run for fresh students in majority (14) of the states/uts, whereas, it is for in-service teachers in 4 states viz., Assam, Bihar, Madhya Pradesh and Meghalaya. The course is available for both in-service and fresh students in Andhra Pradesh, Goa, Himachal Pradesh, Meghalaya, Mizoram and Rajasthan states. The fresh students to be admitted in PSTE course. Separate course to be organized for in-service teachers because both the group have different needs and requirements.

MEDIUM OF INSTRUCTION

The medium of instruction of ETE course is given in the following table.

Table 4.7 : Medium of Instruction

S.No.	Medium of Instruction	No. of States/Uts
1.	English	A & N Islands, Arunachal Pradesh, Chandigarh, Goa, Delhi, Himachal Pradesh, Gujarat, Maharashtra, Meghalaya, Meghalaya, Mizoram, Tamil Nadu
2.	Hindi	A & N Islands, Assam, Bihar, Chandigarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh
3.	Regional Language	Andhra Pradesh, Andhra Pradesh, Assam, Chandigarh, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Orissa, Tamil Nadu

The medium of instruction of the ETE course was English in one-third (12) of states/uts. Nearly in equal number of states, Hindi Language was used as medium of instruction. In some of the states/uts, viz., A&N Islands, Chandigarh, Delhi, Goa, Himachal Pradesh, Maharashtra, Meghalaya, Tamil Nadu, the medium of instruction was in regional languages. It would be better if the regional language could be used as a medium of instruction.

NUMBER OF INSTRUCTIONAL DAYS

The total number of instructional days in a year for running this course are given in the following table.

Table 4.8 : Total Number of Instructional Days in a Year

S.No.	Number of Instructional Days	States /Uts
1.	101 - 120	Arunachal Pradesh (120), Assam (110)
2.	141 - 160	Kerala (150)
3.	161 - 180	Tamil Nadu (170)
4.	181 - 200	Chandigarh (200), Haryana (200), Himachal Pradesh (180), Maharashtra (192), Rajasthan (200), Tripura (200), Andhra Pradesh
5.	201 - 220	Delhi (210), Meghalaya (210), Gujarat (215), Goa (210), Mizoram (220), Uttar Pradesh (220)
6.	221 and above	Karnataka (225), Madhya Pradesh (226), A & N Islands (230), Orissa (230), Bihar (240), M.P. (226)

In most of the states, the instructional days vary from 180 to 220. But the instructional days were more than 220 days in Karnataka, Madhya Pradesh, A & N Islands, Orissa and Bihar. Only 120 instructional days were reported in Arunachal Pradesh but 110 days were provided for six month JBT Course in Assam for the untrained teachers who are working already in schools.

NUMBER OF WORKING DAYS

The working days are given in the following table.

Table 4.9 : Total Number of Working Days in a year

S.No.	Number of Working Days in a Year	No. of States/Uts
1.	161 - 180	Gujarat (180), Nagaland (180)
2.	181 - 200	Kerala (200), Meghalaya (200)
3.	201 - 220	Goa (210), Meghalaya (210), Arunachal Pradesh (220), Delhi (220), Haryana (220), Maharashtra (220), Mizoram (220), Rajasthan (220), Tamil Nadu (220), Tripura (220), Uttar Pradesh (220), Andhra Pradesh (220)
4.	221 - 240	A & N Islands (230), Karnataka (225), Orissa (230), Madhya Pradesh (240), Bihar (240), Himachal Pradesh (240), Mizoram (240)
5.	261 - 280	Chandigarh (269)

In forty percent states/uts working days were in the range of 201 to 220 in a year, whereas in nine states, the range varied from 221 to 240 days. The maximum number of 269 working days were reported in Chandigarh. On the other hand, Gujarat and Nagaland Delhi have reported minimum number of 180 working days. In Andhra Pradesh and Madhya Pradesh, the working days during first year were 190 and 226 and during second year were 220 and 240 days. No doubt lot of variations in terms of working days and instructional days were observed in the states/uts. In most of the states, working days are more than the recommended number of working days in the National Curriculum Framework. There is need to study the relationship between the working days and the achievement of the children. The effectiveness and quality of training transaction is also dependent upon the availability of adequate instructional time. All efforts should be made to ensure that the stipulated number of working days are available in PSTE course. Loss of instructional time due to unspecified reasons should be minimized through better educational management.

PERIODS PER WEEK

The periods allotted per week are presented in Table 4.10.

Table 4.10 : Total Number of Periods in a Week

S.No.	Periods per Week	Total No. of States/Uts
1.	21 - 30	Kerala (25), Tamil Nadu (30)
2.	31 - 40	Chandigarh (35), Delhi (40), Goa (35), Karnataka (34), Meghalaya (35), Mizoram (35)
3.	41 - 50	A & N Islands (48), Andhra Pradesh (42), Arunachal Pradesh (42), Assam (42), Bihar (42), Gujarat (50), Haryana (48), M.P. (42), Maharashtra (45), Meghalaya (42), Orissa (42), Rajasthan (48), Uttar Pradesh (48)
4.	51 - 60	Himachal Pradesh (54)

As many as 48 class periods in a week were provided by the states including Andaman & Nicobar Islands, Haryana, Rajasthan and Uttar Pradesh followed by 46 periods in Chandigarh and 45 in Goa. In Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, M.P., Meghalaya and Orissa, 42 class periods per week were provided. Maximum 54 periods were provided per week by Himachal Pradesh and the minimum 25 and 30 periods were provided by Kerala and Tamil Nadu states. From the above, it appears lot of variations, therefore, the reasons for allotment of periods per week for teaching various subjects in PSTE course to be studied in depth.

DURATION OF a CLASS PERIOD

The duration of class period in ETE course is given in the table 4.11.

Table 4.11 : Duration of a Class Period

S.No.	Duration of a Period	Number of States/Uts
1.	35 minutes	Gujarat
2.	40 minutes	Arunachal Pradesh, Goa, Haryana , Maharashtra , Mizoram, Uttar Pradesh, Chandigarh
3.	45 minutes	A & N Islands, Andhra Pradesh, Assam, Chandigarh, Madhya Pradesh, Meghalaya, Orissa, Rajasthan, Tripura
4.	50 minutes	Bihar, Delhi
5.	55 minutes	Tamil Nadu
6.	60 minutes	Karnataka, Kerala

The minimum 35 minutes were reported in Gujarat states whereas maximum 60 periods were reported in Karnataka. In most of the states, the duration of period was 40 and 45 minutes. The variations in terms of duration of period may be verified further in detail.

REVISION OF CURRICULUM

The following table provides information about revision of the ETE curriculum.

Table 4.12 : Revision of ETE Curriculum

S.No.	Revision of Curriculum	Number of States/Uts
1.	Before 2000	Bihar (1991), Madhya Pradesh (1993), Goa (1992), Tripura (1998), Orissa (1999)
2.	2000	Andhra Pradesh, Chandigarh, Delhi, Mizoram
3.	2001	Meghalaya, Tamil Nadu
4.	2002	Arunachal Pradesh, Gujarat, Karnataka
5.	2003	A & N Islands
6.	2004	Haryana
7.	2006	Assam, Kerala, Maharashtra, Rajasthan, Uttar Pradesh

The Bihar, Madhya Pradesh and Goa states have not revised elementary teacher education curriculum during last more than fifteen years. The curriculum was revised seven or eight years before in Tripura,

Orissa, Andhra Pradesh, Chandigarh, Delhi and Mizoram states. During last five years, the curriculum was revised in Arunachal Pradesh, Gujarat, Karnataka, A & N Islands and Haryana states. Recently during 2006, it was revised in Assam, Kerala, Maharashtra, Rajasthan and Uttar Pradesh states. NPE, 1986 categorically stated that the implementation of various parameters of the New Policy must be reviewed every five years. Therefore, PSTE curriculum may be revised after every five years for incorporating the latest changes and development occurred during this period.

GUIDELINES FOR REVISION OF CURRICULUM

The following agencies are providing guidelines for revising the teacher education curriculum at elementary stage.

Table- 4.13 : Guidelines for Development/Revision of the Curriculum

S.No.	Guidelines for Development/ Revision of the Curriculum	Number of States/Uts
1.	NCERT	Andhra Pradesh, Arunachal Pradesh, Goa, Gujarat, Haryana, Maharashtra, Chandigarh, Delhi, Rajasthan, Assam
2.	SCERT	Kerala, Meghalaya, Tripura
3.	NCTE	A & N Islands, Meghalaya, Mizoram, Tamil Nadu
4.	State Board of School Education	Orissa, Bihar

The curriculum and syllabus for the teacher education at elementary stage was revised in the light of NCERT guidelines by Andhra Pradesh, Arunachal Pradesh, Goa, Gujarat, Haryana, Maharashtra, Chandigarh, Delhi, Rajasthan and Assam States. In A & N Islands, Meghalaya, Mizoram, Rajasthan and Tamil Nadu states, the curriculum was revised in the light of NCTE guidelines. It was also revised by respective SCERT in Meghalaya, Tripura and Kerala states. The State Board of Education revised curriculum in Orissa and Bihar states. In most of the states/uts, the State Board of Education and SIEs/SCERTs are developing curriculum on the basis of NCTE/NCERT guidelines. The other state may also revise their curriculum following the guidelines of NCTE/NCERT. Besides this, both the agencies should work in collaboration with each other. It will improve the quality PSTE curriculum.

PERSONNEL INVOLVED IN CURRICULUM DEVELOPMENT

The experts involved in curriculum renewal process for teacher education at elementary stage is given in table-4.14.

Table- 4.14 : Personnel Involved in Curriculum Renewal Process

Personnel Involved	No. of States/Uts
Teachers, Teacher educators working DIETs/ CTE/ IASEs/ SCERT/ University Department of Education, NGOs	A & N Islands, Arunachal Pradesh, Assam, Chandigarh, Gujarat, Maharashtra, Meghalaya, Mizoram, Orissa, Tamil Nadu, Uttar Pradesh, Andhra Pradesh, Bihar, Chandigarh, Delhi, Haryana, Karnataka, Kerala, Rajasthan

In all the states/uts , teachers, teacher educators from DIET, SCERT, NCERT, NCTE, CTEs, IASE, University Department and NGOs are involved in curriculum development process. The state may also involve student teachers of PSTE course in the curriculum renewal process.

ADMISSION OF STUDENTS

The number of students admitted in ETT course in different states are presented in the table- 4.15.

Table- 4.15 : Number of Students Admitted of Students in ETT course

S.No.	Students Admitted in Ist year	State/Uts
1.	10	Arunachal Pradesh
2.	40	Kerala, Mizoram
3.	50	Karnataka, Meghalaya, M.P.
4.	60	A & N Islands
5.	75	Andhra Pradesh
6.	100 and above	Bihar, Delhi, Gujarat, Haryana, Maharashtra, Uttar Pradesh

The minimum 10 students are admitted in Arunachal Pradesh while 100 and more are admitted in Delhi, Bihar, Haryana, Maharashtra, Gujarat and Uttar Pradesh. As per DIET guidelines, 50 student are admitted only in Karnataka, Meghalaya and Madhya Pradesh. The NCTE norms to be followed for taking admission in PSTE course.

COMPULSORY PAPERS DURING FIRST YEAR

The following table provide information about the compulsory paper followed during 1st year in different states/uts.

Table 4.16 : Compulsory Papers During First Year

S.No.	Name of Compulsory Paper	States/Uts
1.	Educational Management and School Organization	Karnataka, Tamil Nadu, Pondicherry, Assam, Mizoram, W. Bengal, Madhya Pradesh
2.	Trends in Modern Education	Karnataka, Assam, Chandigarh
3.	Emerging Indian Society & Elementary Education	Assam, Haryana, Goa, Nagaland, Andaman & Nicobar Islands, W. Bengal, Arunachal Pradesh, , Mizoram, Chandigarh,U.P.
4.	Child Psychology/ Educational Psychology/ Principle of Teaching-Learning	U.P., Arunachal Pradesh, Madhya Pradesh, W.Bengal, Chandigarh, Meghalaya, Delhi, Jammu & Kashmir, Haryana, Rajasthan, Nagaland
5.	Principle of Teaching-Learning	Andaman & Nicobar Islands, Maharashtra, Mizoram, Tamil Nadu, Karnataka, Kerala, Pondicherry, Gujarat
6.	Education for Special Focus Group	U.P., Delhi
7.	Philosophical Perspectives of Education	Delhi, Jammu
8.	Guidance & Counseling	U.P.
9.	Sociological Perspective of Education	Jammu
10.	Conceptual Bases of Education	Karnataka, Kerala
11.	Principles of Curriculum Transaction	Karnataka
12.	Action Research	Karnataka
13.	Challenges in Education	Tamil Nadu, Pondicherry
14.	Information & Communication Technology (ICT)	Arunachal Pradesh, Karnataka
15.	Aesthetic & Service Education (Value Education/ Music Education/ Art Education/ Cultural & Literary Activities/ NSS)	Karnataka, Assam, Mizoram
16.	Early Childhood Care & Education (ECCE)	Arunachal Pradesh, Assam, Chandigarh
17.	Principles of Education/ Philosophical & Sociological Foundations of Education	Meghalaya, Rajasthan, Gujarat
18.	Educational Evaluation	Gujarat, Maharashtra, Mizoram

19.	Life Based Activities	Gujarat
20.	Learning Process & Adjustment	Chandigarh
21.	Teacher Function (at elementary/ Primary Stage)	Chandigarh (Sem -II), Haryana, Goa
22.	Know the Learner & Guide	Assam

It appears from the above table that different names have been given for the compulsory papers in ETE course. Most of these papers are covered under discipline of psychology, philosophy and sociology of education. Besides these, other stage specific papers like teacher function and elementary education, Art and Creative Education, ICT etc are also mentioned by different states in this course.

COMPULSORY PAPERS DURING SECOND YEAR

The information about compulsory papers during second year are given in the following table.

Table 4.17 : Compulsory Papers During Second Year

S.No.	Name of Compulsory Paper	States/Uts
1.	Theoretical Bases of Modern Education	Kerala
2.	Action Research and Innovations	Maharashtra, Karnataka, U.P., Assam
3.	School Management	Nagaland, Karnataka, Arunachal Pradesh, Rajasthan, Assam, Gujarat, Jammu
4.	Education in Emerging Indian Society	Haryana, Assam, Chandigarh, Mizoram, Andaman & Nicobar Islands, Goa, Maharashtra, Gujarat
5.	Educational Psychology/ Psychology of Learning and Teaching	Delhi, Jammu, Arunachal Pradesh, Andaman & Nicobar Islands, Mizoram, Kerala, Haryana, M.P., Chandigarh, Meghalaya
6.	Teacher Functions at Primary/Elementary stage	Haryana, Andaman & Nicobar Islands, Maharashtra, Gujarat, Chandigarh, Goa,
7.	Know the Learner and Guide	Assam
8.	Environment Education	M.P.
9.	Nutrition, Health and Hygiene	M.P.
10.	Educational Evaluation & Remedial Measures	Gujarat, Mizoram, U.P., Assam
11.	Principles of Education	Meghalaya
12.	Education Technology	Meghalaya

13.	Planning and Management	Meghalaya
14.	Health & Physical Education	Assam, Mizoram, Karnataka
15.	Work Education	Assam
16.	Guidance & Counseling	Jammu
17.	Early Childhood Care and Education (ECCE)	Jammu, Assam, Nagaland
18.	Non-formal Education and Adult Education	Jammu
19.	Education of Children with Disabilities	Jammu
20.	Population Education	Jammu
21.	Information & Communication Technology in Education/ Computer Education	U.P., Karnataka
22.	Education Management & Administration	U.P
23.	Aesthetic & Service Education (Value Education, Music Education, Art Education, Culture & Literary Activities, NSS Programme/ Educational Tour)	Karnataka, Jammu, Assam

During the second year of ETE course, most of the papers are related to discipline of psychology, philosophy and sociology of education. However, other papers related to stage specific like teacher function, school organization are also mentioned during second papers.

SPECIAL/OPTIONAL PAPERS DURING FIRST YEAR

Table 4.18 provides information about optional papers opted by different states during first year.

Table 4.18 : Special/ Optional Papers during First Year

S.No.	Name of Compulsory Paper	States/Uts
1.	Pre-Primary Education	Goa, W. Bengal, Mizoram
2.	Multi-Grade Teaching	Goa
3.	Education for All	Goa
4.	Girls' Education	Goa
5.	Education for Backward Classes	Goa
6.	Educational Technology	Mizoram
7.	Population Education	Mizoram
8.	Education for Children with Special Needs	Mizoram, W. Bengal
9.	Measurement & Evaluation	W. Bengal

The optional papers on pre-primary education, multigrade teaching, education for all, girls' education, education for backward classes, educational technology, population education, education for children with special needs and measurement & evaluation were opted during first year of ETE course in Goa, W.Bengal & Mizoram states.

SPECIAL OPTIONAL PAPERS DURING SECOND YEAR

The information about optional papers prescribed for ETE course by different states are given in table 4.19.

Table 4.19 : Special/ Optional Papers During Second Year

S.No.	Name of Compulsory Paper	States/Uts
1.	Guidance & Counselling	Delhi
2.	Early Childhood Care Education (ECCE)	Delhi, Mizoram
3.	Educatin of Children With Disabilities	Delhi, Mizoram
4.	Non-Formal & Adult Education	Delhi, Goa
5.	Population Education	Delhi, Arunachal Pr Mizoram, Goa
6.	Value Education	Delhi Arunachal Pradesh, Goa
7.	Cleanliness	M.P.
8.	Nursery	M.P.
9.	Toy Making	M.P.
10.	Adult Education	Arunachal Pr.
11.	Teaching of Work Education	Arunachal Pr.
12.	Educational Technology	Tamil Nadu, Mizoram
13.	Physical Education, Yoga & Health Education	Tamil Nadu
14.	Mass Media & Distance Education	Goa

During second year of ETE course, the optional papers like guidance & counseling, ECCE, Education for children with special needs, non-formal and adult education, cleanliness, population education, educational technology, value education etc were prescribed by Delhi, Mizoram, Goa, M.P. and Tamil Nadu states.

CONTENT-CUM-METHODOLGY DURING FIRST YEAR

The information about content-cum-methodology subjects prescribed during first year of D.Ed. course is given in the following table.

Table 4.20 : Content-Cum-Methodology - First Year

S.No.	Teaching subject	States/Uts
1.	Science	UP., Delhi, Jammu, T.N. (Science Education), Meghalaya, Ponducherry, Chandigarh, Delhi, Andaman, Haryana, Karnataka, Kerala, Goa, Nagaland, Mizoram, West Bengal
2.	Social Studies	U.P., Delhi, Jammu, Assam (EVS learning), Tamil Nadu, (Social Science Edn), Arunachal Pradesh, Meghalaya, Pondicherry, Chandigarh, Delhi, Andaman, Haryana, Karnataka, kerala, Goa, Nagaland, Mizoram
3.	Mathematics	U.P., Delhi, Jammu, Assam (Maths learning), Tamil Nadu (Maths Edn), Arunachal Pradesh, Meghalaya, Gujarat, Chandigarh, M.P., Delhi, Andaman, Assam, Haryana, Rajasthan, W.Bengal, Maharashtra, Kerala, Goa, Nagaland, Mizoram
4.	Hindi	U.P., Delhi, Jammu, Arunachal Pradesh, Gujarat, Chandigarh, M.P., Delhi, Andaman, Haryana, Maharashtra, Karnataka, Mizoram
5.	Sanskrit	U.P., Jammu, Assam (language Learning), Tamil Nadu (language Edn), Delhi
6.	English	U.P., Jammu, Tamil Nadu (English), Arunachal Pradesh, Meghalaya, Pondicherry, Gujarat, Andaman, Ahryana, Rajasthan, W.Bengal, Karnataka, Kerala, Goa, Nagaland, Mizoram
7.	Mother Tongue	Meghalaya, Pondicherry, Gujarat, Chandigarh (Punjabi), Delhi, Rajasthan, W.Bengal, Maharashtra, Karnataka,, Kerala, Goa, Mizoram
8.	Work Education	Tamil Nadu, Gujarat (TLM & Comp), Delhi, Harayan, Maharashtra, Kerala, Goa.
9.	Teaching of Environmental Education	Gujarat, Rajasthan, Goa
10.	Teaching of Art, Music & Physical Edcuation	Gujarat, Kerala, Delhi, Haryana, Rajasthan, Kerala, Arunachal Pradesh, Meghalaya
11.	Geography	West Bengal
12.	History	West Bengal

All the subjects like Science, Social Sciences, Mathematics, Health & Physical Education are prescribed as content-cum-methodology during first year of D.Ed. course by different states/uts.

CONTENT-CUM-METHODOLGY DURING SECOND YEAR

The information about content-cum-methodology subjects prescribed during second year of D.Ed. course is given in the table 4.21.

Table 4.21 : Content-Cum-Methodology During Second Year

S.No.	Teaching Subject	States/uts
1.	Regional Language	Kerala, Delhi, Chandigarh, Gujarat, Pondicherry, Mizoram
2.	English Language	Kerala, English, Haryana, Assam, Andaman, M.P., Chandigarh, Gujarat, Pondicherry, Meghalaya, Arunachal Pradesh, Tamil Nadu, Jammu, Mizoram, Nagaland
3.	Science / Science Technology	Kerala, Rajasthan, Assam, Andaman, Delhi, Chandigarh, Gujarat, Tamil Nadu, Mizoram, Nagaland, Goa, Haryana, Jammu, Maharashtra, Arunachal Pradesh
4.	Social Science/Environmental Science	Kerala, Maharashtra, Rajasthan, Assam, Andaman, Delhi, M.P., Chandigarh, Gujarat, Pondicherry, Arunachal Pradesh, Tamil Nadu, Jammu, Mizoram
5.	Arts Education	Maharashtra, Delhi, Chandigarh, Arunachal Pradesh, Haryana, Meghalaya
6.	Music	Maharashtra, Gujarat
7.	Health & Physical Education	Maharashtra, Goa, Haryana, Delhi, Chandigarh, Gujarat
8.	Mother Tongue	Rajasthan
9.	Work Experience	Rajasthan, Delhi, Chandigarh, Haryana
10.	Hindi	Haryana, Andaman, Delhi, Gujarat, Arunachal Pradesh, Mizoram, Goa, U.P.
11.	Computer Education	Gujarat
12.	Mathematics	U.P., Delhi, Arunachal Pradesh, Harayana, Jammu, Kerala, Chandigarh, Gujarat, Pondicherry, Mizoram, Kerala, Tamil Nadu, Goa, Maharashtra, Mizoram

During the second year of D.Ed. course, the subjects like English language, Regional language, Science, Mathematics, Social Sciences, Art Education, Music, Work Education, Hindi are prescribed by different states/uts.

TRANSACTIONAL STRATEGIES

The different transactional strategies followed in transacting the curriculum has been discussed in the following table.

Table- 4.22 : Transactional Strategies for ETT Institutions

S.No.	Transactional Strategies	Number of States /Uts
1.	Lecture Method	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, M.P., Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh
2.	Demonstration	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, M.P., Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh
3.	Discussion	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh
4.	Seminar	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, M.P., Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh
5.	Group Work/Activity	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh (Simulated teaching), Delhi, Goa, Gujarat, Karnataka, M.P., Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu (Teleconferencing), Uttar Pradesh
6.	Quiz, Assignment/ Project work, Dramatization, Field Trip	Arunachal Pradesh, Bihar, Delhi, Maharashtra, A & N Islands, Assam, Goa, Meghalaya

The methods and strategies like lecture method, demonstration, discussion, seminar, group work, assignment, quiz, field trip etc. were used in most of the states for curriculum transaction. Besides these, the construction approach to be followed for transacting the curriculum. It will provide opportunity for reflective and creative thinking among students teachers.

TEACHING AIDS

The teaching aids used in curriculum transaction are given in the following table.

Table-4.23 : Teaching Aids Used During Classroom Transaction

S.No.	Teaching Aids	Number of States /Uts
1.	Blackboard	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Chandigarh, Delhi (DIET), M.P.
2.	Charts	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Chandigarh, Delhi (DIET), M.P.
3.	Models	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Chandigarh, Delhi (DIET), M.P.
4.	OHP	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh, Chandigarh, Delhi (DIET), M.P.
5.	Computer	Andhra Pradesh, Assam, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh, M.P.
6.	Slides	A & N Islands, Andhra Pradesh, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Rajasthan, Tamil Nadu, Chandigarh, M.P.
7.	<ul style="list-style-type: none"> ▪ Maps ▪ Maths & Science Kit ▪ PowerPoint Presentation ▪ LCD Projector, Laptop ▪ Epidescape, Digital Camera 	Andhra Pradesh, Kerala, Meghalaya, A & N Islands, Arunachal Pradesh, Delhi, Goa, Tamil Nadu

The teaching aids like Blackboard, Charts, Models, OHP, Computer, Slides, Maps, Maths & Science Kits, Powerpoint Presentation etc were used in curriculum transaction by different states and union territories.

PREPARING FOR PRACTICE TEACHING

The steps for preparing pupil- teachers for practice teaching are given in the following table.

Table 4.24 : Steps for Preparing Pupil Teachers for Practice Teaching

S.No.	Steps for Practice Teaching	Number of States/Uts
1.	Theory of subject teaching followed by demonstration by subject teacher	Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Gujarat, Haryana, Kerala, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh
2.	Model lesson by External Experts	A & N Islands, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Madhya Pradesh
3.	Simulated Teaching/Role Play	A & N Islands, Andhra Pradesh, Bihar, Chandigarh, Delhi, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh, Madhya Pradesh
4.	Micro Teaching by Student Teachers	A & N Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Gujarat, Karnataka, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh, Madhya Pradesh

Various steps were taken for preparing pupil teachers for practice teaching. The pupil teachers were taken to actual classroom teaching in schools for observation. The model lesson by experts were delivered. The simulated and microteaching were organized for preparing pupil teachers for internships. Special classes on classroom management were arranged and experience for use of activity approach was provided to the student teachers.

DURATION OF PRACTICE TEACHING

Table- 4.25 provides information about the duration of practice teaching in different states and union territories.

Table-4.25 : Duration of Practice Teaching

S.No	State/Uts	Duration of Practice Teaching	
		I year	II year
1.	A & N Islands	30 days	60 days
2.	Andhra Pradesh	40 days	80 days
3.	Arunachal Pradesh	40 days	40 days
4.	Assam	40days	40 days
5.	Bihar	30 days	--
6.	Chandigarh	30 days	30 days
7.	Delhi	55 days	55 days

8.	Goa	56 days	48 days
9.	Gujarat	27 days	30 days
10.	Haryana	40 days	40 days
11.	Karnataka	40 days	40 days
12.	Kerala	50 days	50 days
13.	Madhya Pradesh	40 days	40 days
14.	Meghalaya	40 days	--
15.	Mizoram	38 days	38 days
16.	Orissa	20 days	30 days
17.	Rajasthan	40 days	40 days
18.	Tamil Nadu	40 days	40 days
19.	Tripura	40 days	40 days
20.	Uttar Pradesh	40 days	65 days

The above table reveals that maximum 120 days are allotted for practice teaching in both years by Andhra Pradesh states and followed by 114 and 115 days by Goa and Uttar Pradesh states. The minimum 30 days are allotted by Bihar State. The remaining states allotted between 50 to 100 days for practice teaching. The longer duration of practice teaching provide more experience to student teachers for managing school activities like conducting school prayer, organizing co-curricular activities, transaction of curriculum, classroom management, etc.

SUPERVISION OF LESSONS DURING PRACTICE TEACHING

Table -4.26 provides information about the number of lessons prescribed for teaching subjects to be observed by the supervisor during practice teaching.

Table 4.26 : Supervision of Subject Lessons by Supervisors

S. No.	State/Uts	Number of Lessons	
		I year	II year
1.	A & N Islands	75	125
2.	Andhra Pradesh	70	70
3.	Arunachal Pradesh	40	56
4.	Assam	09	09
5.	Chandigarh	90	90
6.	Delhi	75	75
7.	Goa	34	36

8.	Gujarat	20	20
9.	Haryana	59	80
10.	Karnataka	49	58
11.	Madhya Pradesh	60	60
12.	Maharashtra	14	21
13.	Meghalaya	40	--
14.	Mizoram	80	80
15.	Orissa	20	28
16.	Pondicherry	80	80
17.	Rajasthan	56	41
18.	Tamil Nadu	90	90
19.	Tripura	75	--
20.	Uttar Pradesh	74	94

The above table shows variation in terms of supervision of subject lesson by supervisors. The maximum number of 200 lessons of different subjects are supervised in A & N Islands during both the year and one hundred eighty lessons are observed in Tamil Nadu in all the subjects. Only 18 lessons are observed by Assam state. It would be better maximum number of lessons are supervised by the supervisors. It will give more opportunity to student teachers to know their strengths and weaknesses.

NUMBER OF LESSONS OBSERVED BY SUPERVISOR, COOPRATIVE TEACHER & INTERNAL FACULTY

The following table provides information regarding number of lessons observed by supervisor, cooperative teacher and internal faculty for each subject.

Table 4.27 : Number of Lessons to be Observed by Supervisor, Co-operative Teacher and Internal Faculty

S. No	States/Uts	Supervisor		Cooperative Teacher	Internal faculty
		Response	No. of Lessons		
1.	A & N Islands	Yes	---	15 lessons	10 lessons
2.	Andhra Pradesh	Yes	05 in each subject	14 in each subject	02 in each subject
3.	Arunachal Pradesh	Yes	60% of lessons	20% of lessons	20% of lessons
4.	Assam	Yes	2 lessons	--	6 lessons
5.	Bihar	Yes	All lessons	All	40 lessons
6.	Delhi	---	50%	50%	50%
7.	Goa	Yes	34	--	--

8.	Gujarat	Yes	01 in each subject	--	20 lessons in each year
9.	Haryana	Yes	02	--	20
10.	Karnataka	Yes	50%	All lessons	--
11.	Kerala	Yes	As many as possible	As many as possible	As many as possible
12.	Madhya Pradesh	Yes	20 lessons	05 lessons	20 lessons
13.	Maharashtra	Yes	All	--	All
14.	Meghalaya	Yes	10 lessons	10	12
15.	Mizoram	Yes	01	Not specified	Not specified
16.	Rajasthan	Yes	03	02	20
17.	Tamil Nadu	Yes	2 in each subject	13 in each subject	All lessons by rotation
18.	Uttar Pradesh	Yes	--	All	All
19.	W.Bengal	--	--	--	2 lessons
20.	Chandigarh	Yes	25	30	30

**Andhra Pradesh : There shall be 10 subject areas viz. 5 basic subjects and 5 strategic (methodologies related)

It is depicted from above table that lessons prepared and delivered by pupil teachers during internship are observed by supervisor, cooperative teacher and internal faculty but there are lot of variations in different states. In Delhi, 50 percent lessons are supervised whereas only one and two lessons are supervised in Mizoram and West Bengal. But in U.P., Bihar and Maharashtra, all lessons are supervised.

MECHANISM FOR ASSESSING PRACTICE TEACHING

Table-4.28 provides information about mechanism of assessing practice teaching.

Table-4.28 : Mechanism for Assessing Practice Teaching

S.No.	Assessment	Number of States/Uts
1.	Internal	Delhi, Goa, Orissa
2.	Both Internal & External	A & N Islands, Andhra Pradesh, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, W.Bengal

The pupil teachers are assessed internally for practice teaching examination in Delhi, Goa and Orissa while in large number of states, student teachers are assessed by both internally and externally. The more weightage to be given to internal assessment than external assessment. More the number of experts to be involved in both the assessment for decreasing subjectivity.

LESSONS ASSESSED BY EXTERNAL SUPERVISOR

The following table provides information about the lesson observed by external examiner.

Table 4.29 : No. of Lessons Assessed by External Supervisor

S.No	No. of lessons Assessed Externally	Number of States/Uts
1.	One Lesson	A & N Islands, Andhra Pradesh, Assam, Bihar, Haryana, Meghalaya, Mizoram, W.Bengal
2.	One Lesson in Each Subject	Andhra Pradesh, Chandigarh, Tamil Nadu, Arunachal Pradesh, Uttar Pradesh, Kerala
3.	Two lessons	Maharashtra, Madhya Pradesh, Rajasthan
4.	As many as possible	Kerala
5.	All lessons	Uttar Pradesh

The above table shows that one or two lessons are assessed by external examination in most of the states & uts. But the external supervisor should assess one or two lesson rigorously so that student teacher can be assessed thoroughly during teaching learning process in the classroom.

PROVISION FOR ORGANIZING PRACTICAL / ACTIVITIES

The table 4.30 provides information about provision of practical activities in this course.

Table- 4.30 : Provision for Organizing Practical/Activities

Provision for Organizing Practical/Activities	State/Uts
Provision for Practical Work	Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Karnataka, Kerala, Maharashtra, Mizoram, Tamil Nadu, W.Bengal, A & N Islands, Goa, Gujarat, Haryana, Meghalaya, Orissa, Rajasthan, Tripura, Uttar Pradesh, Madhya Pradesh

It is revealed from the above table that there is a provision of practical activities in this course in all states/uts. The projects, action research and assignments were mostly the part of the practical work. The assessment of practical work in their elementary teacher training courses are made on the basis of records and observation in almost all the states/uts. These assignments are to be shared among student teachers.

PRACTICAL PAPERS

The following table provides information about the practical papers during D.Ed. programme prescribed by different states.

PRACTICAL PAPERS DURING FIRST YEAR

Table 4.31 : Practical Papers During First Year

S.No.	Name of Compulsory Paper	States/Uts
1.	Work Experience	UP., Delhi, Jammu, T.N., Pondicherry, Assam, Maharashtra, Karnataka, Kerala, Goa, Mizoram
2.	Health & Physical Education	U.P., Delhi, Jammu, T.N., Chandigarh, Andaman, Assam, Rajasthan, W. Bengal, Maharashtra, Karnataka, Kerala, Goa, Arunachal Pradesh
3.	Art & Creative Education	U.P., Delhi, Jammu, Assam, T.N., Pondicherry, Chandigarh, Rajasthan, Maharashtra, Kerala, Goa, West Bengal, Arunachal Pradesh
4.	Educational Technology	Pondicherry, T.N.
5.	Community Work	Pondicherry, Kerala, Goa, Mizoram
6.	Library	Pondicherry, Kerala
7.	Computer Education	Pondicherry, Andaman, W.Bengal, Karnataka
8.	Music	Andaman, Maharashtra, West Bengal
9.	Creative & Productive Work	W.Bengal
10.	Preparation of Teaching Aids/ Models	Kerala, Nagaland
11.	Action Research	Mizoram
12.	Micro Teaching	Mizoram, Kerala

During the D.Ed. programme Work Experience, Health & Physical Education, Art and Creative Education, Educational Technology, Community Work, Library, Computer Education, Clay Work, Music, Teaching Aids, Action Research, Microteaching was prescribed as practical papers by different states/uts. Almost all the states/uts are maintaining records as well as observation as the bases for assessment of practical work in their elementary teacher training courses.

PRACTICAL PAPERS DURING SECOND YEAR

The following table provides information about the practical papers opted during second year.

Table 4.32 : Practical Papers During Second Year

S.No.	Name of Compulsory Paper	States/Uts
1.	Work Experience/SUPW	Rajasthan, Assam, Chandigarh, Pondicherry, Tamil Nadu, Jammu, Uttar Pradesh
2.	Value Education	Rajasthan
3.	Art & Creative Work	Assam, Andaman& Nicobar Islands, Chandigarh, Gujarat, Pondicherry, Jammu, Delhi, U.P., Karnataka, Mizoram, Kerala
4.	Health & Physical Education	Andaman & Nicobar Islands, Chandigarh, Gujarat, Pondicherry, Jammu, U.P., Karnataka, Mizoram, Kerala
5.	Computer	Andaman & Nicobar Islands, Pondicherry, U.P., Karnataka
6.	Community Work	Andaman & Nicobar Islands, Pondicherry, Mizoram, Kerala
7.	Library Reading	Andaman & Nicobar Islands, Pondicherry
8.	Educational Technology	Chandigarh, Pondicherry, Tamil Nadu
9.	Scout & Guide	Andaman & Nicobar Islands
10.	Music	Gujarat, U.P.
11.	Work Education	Gujarat, Delhi, Karnataka, Mizoram
12.	Projects & Assignments	Meghalaya, Kerala
13.	Educational Psychology	Tamil Nadu, Mizoram, Kerala
14.	Science Education	Tamil Nadu, Mizoram
15.	Prforming Art Education	Delhi
16.	Action Research	Karnataka
17.	Aethetic and Sevice Education (Value Ed/Music Ed/Art Ed/Cultural & Literary Activities/NSS/ Educational Tour)	Karnataka, Kerala
18.	Micro Teaching	Mizoram, Nagaland
19.	Achievement Test Construction	Kerala

During second year, in most of the states/uts, the assignments and projects on work experience, action research, micro-teachig, test construction, music, performing arts etc were undertaken as practical work.

CO-CURRICULAR ACTIVITIES UNDER PRACTICAL WORK

The information regarding co-curricular activities are given in the following table.

Table- 4.33 : Co-Curricular Activities under Practical Work

S.No.	C.C.A	Number of States/Uts
1.	Drama, Dance , Educational Tours, Exhibitions, Blood Donation Camps	Andhra Pradesh, Assam, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Meghalaya, Mizoram, Rajasthan, Uttar Pradesh, W. Bengal
2.	Sports and Games	Andhra Pradesh, Assam, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Meghalaya, Mizoram, Rajasthan, Uttar Pradesh, W. Bengal
3.	Debates and Literary Activities	Andhra Pradesh, Assam, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Meghalaya, Meghalaya, Mizoram, Rajasthan, Uttar Pradesh, W. Bengal
4.	NSS, Complex Beautification, Health Education, Community Participation	Andhra Pradesh, Assam, Delhi, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Meghalaya, Mizoram, Rajasthan, Uttar Pradesh, W. Bengal

It is observed from the above table that co-curricular activities like drama, dance, educational tours, exhibition, blood donation, sports and games, debate, health check up etc are organized under practical work. In Delhi, student teachers were given opportunity to work with NGOs.

SYSTEM OF EXAMINATION

The following table presents the system of examination in different states.

Table 4.34 : System of Examination

S.No.	Type	State/Uts
1.	Semester	Arunachal Pradesh, Assam (In-service), Assam (D.E.Ed.), Chandigarh, Uttar Pradesh
2.	Annual	A & N Islands, Andhra Pradesh, Andhra Pradesh, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Tripura, W.Bengal

Most of the states/uts were following annual system of examination for ETE course while semester system was followed in Arunachal Pradesh, Assam, Chandigarh and Uttar Pradesh states. It would be better if assessment and examination are made integral part of teaching learning process.

MECHANISM OF EVALUATION

The mechanism for evaluation is given in the table - 4.35.

Table - 4.35 : Mechanism of Evaluation

S.No.	Mechanism of Evaluation	Number of State/Uts
1.	Marks	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Chandigarh, Gujarat, Haryana, Madhya Pradesh, Rajasthan, Tripura, W.Bengal
2.	Grades	Goa, Kerala
3.	Both Marks & Grades	Bihar, Delhi, Karnataka, Maharashtra, Meghalaya, Mizoram, Tamil Nadu, Uttar Pradesh

The grading system was introduced in Goa and Kerala states for evaluation system while marks system were used in A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Chandigarh, Gujarat, Haryana, M.P., Rajasthan, Tripura & W. Bengal states. But both grades and marks were used in Mizoram, Bihar, Delhi, Karnataka, Maharashtra, Meghalaya, Tamil Nadu and Uttar Pradesh for evaluation purposes. For better assessment, grading to be introduced in PSTE course.

EVALUATION OF THEORY, PRACTICE TEACHING AND PRACTICAL WORK

Table- 4.38 provides information about evaluation of theory, practice teaching, practical work.

Table-4.36 : Evaluation of Theory, Practice Teaching and Practical Work

S.No	Evaluation	State/Uts
1.	Separately	Andhra Pradesh, Assam, Chandigarh, Delhi, Goa, Haryana, Madhya Pradesh, Mizoram, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh.
2.	Jointly	A & N Islands, Arunachal Pradesh, Bihar, Karnataka, Kerala, Maharashtra, Meghalaya, W.Bengal, Gujarat

The above table reveals that separate evaluation was done for theory, practice teaching and practical work in Andhra Pradesh, Assam, Chandigarh, Delhi, Goa, Haryana, M.P., Mizoram, Orissa, Rajasthan, Tamil Nadu and Uttar Pradesh while joint evaluation was made in A & N Islands, Arunachal Pradesh, Bihar, Karnataka, Kerala, Maharashtra, Meghalaya, Gujarat and West Bengal states/uts.

MINIMUM PERCENTAGE, MARKS FOR DIVISION & CERTIFICATE AWARDING AGENCY

The following table presents the information about the minimum pass percentage marks for division and certificate awarding agency.

Table 4.37 : Minimum Percentage, Marks For Division & Certificate Awarding Agency

S.No	State/Uts	Minimum Pass Percentage				Marks For Division			Agency Awarding Certificate
		Theory	Practice teaching	Practical Work	Aggr egate	I div.	II div.	Distin ction	
1.	A & N Islands	40	--	50	45	60	--	75	State Board of Education
2.	Andhra Pradesh	40	40	40	40	60	50	75	State Board of Education
3.	Arunachal Pradesh	40	50	50	40	60	50	75	Director of School Education
4.	Assam	--	--	--	40	60	45	80	State Board of Education
5.	Bihar	36	40	40	45	60	45	75	Bihar School Examination Board
6.	Delhi	40	50	Grade	33	60	50	75	SCERT
7.	Goa	40/D	40/D	40/D	40/D	60/B	50/C	70/A	SIE
8.	Gujarat	50	50	50	50	60	50	70	State Board of Education
9.	Haryana	40	40	40	40	60	50	--	State Board of Education
10.	Karnataka	50	50	C grade	--	70	60	80	KSEEB
11.	Maharashtra	50	50	--	50	70	--	80	State Board of Education
12.	Meghalaya	40	40	D	40	60	50	80	State Board of Education
13.	Mizoram	33	33	40	--	60	50	75	State Board of Education
14.	Nagaland	--	--	----	35	60	45	80	State Board of Education
15.	Rajasthan	33	33	33	36	60	45	75	State Board of Education
16.	Tamil Nadu	50	50	50	50	60	50	75	DTERT
17.	Uttar Pradesh	40	50	50	47	60	50	75	Secretary Examination Controller, U.P. Allahabad

18.	Chandigarh	40	40	40	40	60	50	75	Registrar Exam, Chandigarh Administration
19.	M.P.	36	50	50	--	60	45	75	State Board of Education

It was found that of minimum 40 marks for theory, practice teaching and practical work separately were allocated in most of the states. The first division and distinction were mostly given after attaining 60% and 75% marks in the examination. The certificates for ETE diploma were awarded by State Board of Education in most of the states/uts. In Uttar Pradesh, Secretary, Examination Controller, Allahabad was the agency for awarding the certificate. The grading system to be introduced in place of marks for awarding certificates.

EMERGING CONCERNS

The status of emerging concerns in teacher education curriculum are given in the following table.

Table 4.38 : Emerging Concerns

S.No.	Emerging Concerns	States/ uts
1.	Inclusive Education	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Tamil Nadu, Uttar Pradesh
2.	Environmental Education	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh
3.	Education of Disadvantaged Groups	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh
4.	Human Rights/Child's Rights Education	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Bihar, Chandigarh, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh
5.	Information & Communication Technology	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu, Uttar Pradesh

6.	Value education	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh
7.	Adolescent Education	Andhra Pradesh, Arunachal Pradesh, Assam, Goa, Gujarat, Haryana, Kerala, Maharashtra, Tamil Nadu, Uttar Pradesh
8.	Peace Education, HIV/ AIDS Education, Disaster Management, Community Education	Assam, Goa, Gujarat, Maharashtra, Orissa

The emerging concerns like inclusive education, environmental education, education for disadvantaged group, human rights education, information and communication technology, value education, adolescent were found in elementary teacher education curriculum in most of the states. However, peace education, HIV/AIDS, disaster Management and community education were reported in teacher education curriculum by Assam, Goa, Gujarat, Maharashtra and Orissa states.

SUGGESTIONS FOR IMPROVING THE EXISTING CURRICULUM

The following table consists of suggestions received from different states for the improvement of the existing ETT curriculum.

Table-4.39 : Suggestion for Improving the Existing Curriculum

S.No	State/Uts	Suggestions to Modify Present Curriculum
1.	Andhra Pradesh	<ul style="list-style-type: none"> Life skills to be introduced in basic subject
2.	Assam	<ul style="list-style-type: none"> Semester system to be introduced Time Duration should be minimum one year
3.	Delhi	<ul style="list-style-type: none"> Measurement & Evaluation Paper should be included in compulsory paper. Teaching of English should be compulsory paper in both years of ETE course. More weightage to be given in terms of marks for practical work. Duration of practice teaching to be increased. Accountability & sincerity both on the part of Teacher Educators & Students Sense of belongingness to institution; Accountability to work

4.	Kerala	<ul style="list-style-type: none"> • Optional papers to be introduced. • 50 days practice teaching is too much in a two-year programme. • Reduce the no. of works; e.g. pedagogic analysis • Selection of trainees considering interest and aptitude • Certification on completion of six month internship or increasing the duration of course to 3 years & award degree in elementary education.
5.	Meghalaya	<ul style="list-style-type: none"> • More Stress on Vocational Education especially for rural areas / unprivileged areas • There should be optional papers in language, i.e. Hindi, English and regional language (MIL). • The duration of the course should be two years, so that number of days for practice workscan be increased • Appointment of specialized teachers areneeded. • More marks for internal examinations • Faculty of DIET should possess a degree or Diploma on Elementary Education rather than B.Ed. • More time should be given for school experience programme and activities rather than theory. • Duration of the course should be of two years. • There should be offer for choice of method subjects by teacher trainees.
6.	Mizoram	<ul style="list-style-type: none"> • Self Evaluation, Peer Evaluation Group, evaluation, observation and formal evaluation to be introduced. • For improving the elementary teacher training programme as a whole, course duration could be five years after 10+2 so that talented persons can enter into educational services with commitment. • Better service conditions, genuine pay scale and ample opportunities for professional growth are needed.
7.	Uttar Pradesh	<ul style="list-style-type: none"> • Continuous & Comprehensive Evaluation to be introduced and put into practice rigorously • Intensive monitoring and follow up must be introduced. • Impact study of ETE to be conducted. • BTC Training should be residential

It is shown from the above table that the English language was suggested to be introduced in ETE course in Delhi state and also suggested that time duration of practice teaching to be increased.

Besides these, the duration of course was suggested for two years, in Meghalaya state instead of one year. The Assam state, however, has suggested for one year. Continuous & Comprehensive Evaluation was suggested to be introduced for self evaluation, peer evaluation, group evaluation, and formal evaluation.

Bachelor of Elementary Education

The Bachelor of Education (B.El.Ed.) programme is a four-year integrated degree programme of elementary teacher education offered after the senior secondary (class XII or equivalent) stage of school. The B.El.Ed. is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme offers compulsory and optional theory courses, compulsory practicum courses and a comprehensive school internship experience. Both professional and academic options are available to students who graduate with a B.El.Ed. degree.

Current Status

The B.El.Ed. Programme is at present being offered by six under-graduate colleges of the University of Delhi with an enrolment of over 600 students guided by 60 faculty members.

Over 160 B.El.Ed. graduates have qualified from three colleges of the University since 1998. More than a half are placed in government and private schools as Delhi's first professionally disciplines of education, linguistics, psychology, languages, history, social work, management. Some have qualified the UGC NET and are pursuing degree programmes of research in educational studies in Central Universities.

In addition, the University is reaching out to over 60 schools and 600 teachers of the NDMC, MCD and Delhi Administration who are partners in the B.El.Ed. school contact and school initiated the setting up of Resource Centres in these schools. This is the first time in the country that academic and trained researches are providing a direct system input to an ongoing government elementary school programme.

The curriculum for B.El.Ed. is given below.

**Table 5.1 : Year Wise Scheme For Four-Year Bachelor of Elementary Education (B.El.Ed.)
Programme**

AREA	COURSE	TITLE	MARKS
YEAR I			
THEORY			
Foundation Course-	F 1.1	Child Development	100
Foundation Course-	F 1.2	Contemporary India	100
Core Course-	C 1.1	Nature of Language	50
Core Course-	C 1.2	Core Mathematics	50
Core Course-	C 1.3	Core Natural Sciences	50
Core Course-	C 1.4	Core Social Sciences	50
PRACTICUM			
Practicum-	PR 1.1	Performing and Fine Arts	75
Practicum-	PR 1.2	Craft, Participatory work	25
		Colloquia	50
		Academic Enrichment Activities	
TOTAL			550

AREA	COURSE	TITLE	MARKS
YEAR II			
THEORY			
Foundation Course-	F 2.3	Cognition and Learning	100
Foundation Course-	F 2.4	Language Acquisition	50
Foundation Course-	F 2.5	Human Relation and Communication	50
Pedagogy Course-	P 2.1	Language Across the Curriculum	50
		Liberal Courses (Optional-I)	100
	O 2.1	English I	
	O 2.2	Hindi I	
	O 2.3	Mathematics I	

O 2.4	Physics I
O 2.5	Chemistry I
O 2.6	Biology I
O 2.7	History I
O 2.8	Political Science I
O 2.9	Geography I
O 2.10	Economics I

PRACTICUM

PR 2.3	Observing Children	75
PR 2.4	Staff Development Workshop	50
PR 2.5	Physical Education	25
	Colloquia	50
	Academic Enrichment Activities	

TOTAL	550
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AREA	COURSE	TITLE	MARKS
YEAR III			
THEORY			
Foundation Course-	F 3.6	Basic Concept in Education	100
Foundation Course-	F 3.7	School Planning and Management	50
Pedagogy Course	P 3.2	Logic Mathematics Education	50
Pedagogy Course-	P 3.3	Pedagogy of Environmental Studies	50
		Liberal Course (Optional-II)	100
	O 3.1	English II	
	O 3.2	Hindi II	
	O 3.3	Mathematics II	
	O 3.4	Physics II	
	O 3.5	Chemistry II	
	O 3.6	Biology II	
	O 3.7	History II	
	O 3.8	Political Science II	
	O 3.9	Geography II	

PRACTICUM

School Contact Programme	SC 3.1	Classroom Management	75
	SC 3.2	Material Development Evaluation	75
		Colloquia	
		Academic Enrichment Activities	
TOTAL			550

AREA	COURSE	TITLE	MARKS
YEAR IV			
THEORY			
Foundation Course	F 4.8	Curriculum Studies	50
	F 4.9	Gender & Schooling	50
	Option A	: Pedagogy (one of the following)	50
Optional Course-	OP 4.1	Language	
Optional Course-	OP 4.2	Mathematics	
Optional Course-	OP 4.3	Natural Science	
Optional Course-	OP 4.4	Social Science	
OR			
	Option B :	Specialised Courses in Education (One of the following)	
Optional Course-	4.1	Computer Education	
Optional Course-	4.2	Special Education	
PRACTICUM			
	SI	School Internship	250
		Project	100
		Colloquia	50
		Academic Enrichment Activities	
TOTAL			550

The main aim of the B.El.Ed programme is to prepare reflective practitioners who are socially sensitive. It is an attempt to replace an unquestioning and meek teacher with one who can critically reflect on the

'received' curriculum and 'prescribed' knowledge. It prepares students to move beyond more textbooks knowledge.

The course structure gives students the space to engage intensely with the issues of understanding themselves and others. There is special emphasis on understanding the nature of child, the adult-child relationship and its dynamics within the classroom. The students engage with issues of politics of education within the classroom as they reflect on the best way of facilitating children learning. The course is also designed to develop an understanding of contemporary Indian realities through a study of key historical, political, social, cultural and economic issues. Students observe and analyse gender inequalities in the process of schooling and develop intervention strategies. The B.El.Ed curriculum is cyclic in nature whereby the same issues are dealt with at different levels of complexity and within different contexts over the four years. The longer the duration of the programme offers students critical psychological space to explore and define their own approaches to educational issues as they are in regular contact with the school setting over the four years. There is a sustained seventeen weeks school programme in the fourth year where students attempt to translate their thoughts into action and critically reflect on this process. Students also visit institutions engaged in innovative practice in elementary education, in order to broaden their horizons. Students undertake research projects with an aim to further develop the process of reflective enquiry through classroom-based research. Through specially designed colloqui students learn specific professional skills like using theatre, arts, crafts, story telling and music in education and creating a resource center in schools.

Chapter 6

Summary and Implications of the Study

The results and analysis of data presented in the preceeding chapter has led to the following conclusions under this chapter.

- There were 386 DIETs and 793 ETTIs in 25 states and union territories.
- The nomenclature of pre-service Teacher Education at Elementary stage was different in different states & union territories in the country. Diploma of Education (D.Ed.) was named in Andhra Pradesh, Arunachal Pradesh, Goa, Haryana, Karnataka, Madhya Pradesh and Maharashtra states whereas Elementary Teacher Training was nomenclature in Chandigarh, Meghalaya, Orissa & M.P.
- The duration of ETE course was two years in most of the states. However, it is still one year in Bihar, Meghalaya, Tripura and W. Bengal. The Delhi University had a four year duration Bachelor of Elementary Education Programme.
- Admission Criteria for ETE course was based on merit basis in about about fifty percent of the states. But entrance test was conducted for admission in Bihar, Delhi, Haryana, Himachal Pradesh, Nagaland and Punjab. Both interview and entrance test were conducted in Orissa and Pondicherry for admission in ETE course.
- In most of the states, 10+2/Intermediate was the eligibility qualification for admission whereas it was graduation in Haryana, Chandigarh, Goa and Uttar Pradesh.
- Fresh students were eligible for admission in most of the states whereas both fresh and in-service untrained teachers are eligible in Andhra Pradesh, Goa, Himachal Pradesh, Meghalaya, Mizoram, Rajasthan and Maharashtra.
- The medium of instruction of ETE course was English in one-third of the states whereas equal number of states were providing this course in Hindi and regional languages.
- In most of the states, the instructional days varied between 180 to 220. But the instructional days were more than 220 days in Karnataka, Madhya Pradesh, A & N Islands, Orissa and Bihar states.
- Most of states were having working days between 201 to 240 in a year and maximum was 269 in Chandigarh.

- In most of the states, the periods between 41-50 were allotted per week for teaching different subjects. The minimum 25 periods in Kerala and maximum 54 periods in Himachal Pradesh were allotted per week for teaching different subjects.
- The ETE curriculum was not revised in Bihar, Madhya Pradesh and Goa during last more than fifteen years. During last five years, the curriculum was revised in Arunachal Pradesh, Gujarat, Karnataka, A & N Islands, Haryana, Assam, Kerala, Maharashtra, Rajasthan and Uttar Pradesh states.
- The State Board of Education and SCERTs/SIEs were following the NCERT and NCTE guidelines for revision of ETE curriculum.
- Teachers & Teacher Educators/ Experts from DIETs, CTEs, AISEs, University Departments of Education, NGOs etc were involved in curriculum renewal process of ETE curriculum.
- The minimum 20 students were admitted in Arunachal Pradesh during first year of ETE course whereas maximum 150 students admitted in Delhi, Gujarat and Uttar Pradesh. Fifty students were admitted in Karnataka, Meghalaya and Madhya Pradesh states.
- Different names are given for the compulsory papers of ETE curriculum of different states/UTs. But these mostly covered under the discipline of philosophy, psychology and sociology. The remaining subjects were related to teacher functions & elementary education, ICT, art and creative education.
- The optional papers like pre-primary education, multi grade teaching, education for all, girl's education, population education etc were prescribed in ETE curriculum by different states/UTs.
- All the subjects of elementary stage like English, science, mathematics, regional languages, work education, art education, health and physical education were prescribed for content-cum-methodology subjects.
- The strategies like lecture method, demonstration, discussion, seminar, group work, quiz, project work, assignment and field trip were used for transacting the curriculum in almost all the states/UTs.
- Teaching aids like blackboard, charts, models, OHP, computer, slides, maps, math-kit, science-kit, LCD projector were used in most of the states and union territories.
- In most of the states, steps like model lessons by expert, simulated teaching role play, micro-teaching and activity based approach were taken up for preparing pupil teachers for practice teaching.

- The maximum 120 days were allotted for practice teaching in Andhra Pradesh states whereas minimum 40 days were allotted in Meghalaya. About 100 days were provided by most of the states for practice teaching.
- The maximum number of 200 lessons of different subjects were supervised in A & N Islands during both the years whereas minimum 18 lessons are supervised in Assam state. However, in other states the lessons supervised were 180 in Chandigarh and Tamil Nadu, 168 in Uttar Pradesh, 160 in Mizoram and Pondicherry and 150 in Delhi states.
- There were lot of variations in different states in terms of supervision of lessons of pupil teachers by cooperative teacher, supervisor and internal faculty. In case of Kerala maximum possible lessons were supervised by all the three faculty whereas 50% of lessons delivered by pupil teachers are supervised by supervisors, cooperative teachers and internal faculty. The minimum two lessons by supervisor and 6 lessons by internal faculty in Assam state.
- The pupil teachers were assessed internally in practice teaching in Delhi, Goa and Orissa states whereas both external and internal examinations were conducted in most of the states. One or two lessons were observed and assessed by the external examiners in practice teaching.
- The work experience, health and physical education, educational technology, community work, music clay modeling etc were given in practical work in most of the states. The practical work was assessed internally on most of the states.
- Co-curricular activities like drama, dance, educational tours, exhibition, blood donation, sports and games, debate, health check up were organized in most of the states.
- The semester system was followed in Arunachal Pradesh, Assam, Chandigarh and Uttar Pradesh for evaluation of student teachers. But annual examination pattern was followed in most of the states. Grades were given in Goa and Kerala but both marks and grades were given in most of the states.
- The theory papers, practice teaching and practical work were assessed separately in about fifty percent of the states but these papers were evaluated/ assessed jointly in equal number of states.
- The SCERTs/SIEs and State Board of Education were the main agencies for awarding certificate to the student teachers of elementary teacher education programme.
- The Inclusion Education, Environmental Education, Education for Disadvantaged groups, Human Rights, Information Technology, Value Education, Adolescent Education, Peace Education, HIV/AIDS Education were found main emerging concerns to be included in elementary teacher education curriculum in most of the states.

IMPLICATIONS

The following implications for action have been derived from the findings of the study.

1. The nomenclature of elementary teacher education programme is not common in the country. Most of the states have named as Diploma in Education (D.Ed.) in the light of DIET guidelines evolved by MHRD. The remaining states should also change the nomenclature so that uniformity as per DIET guidelines can be established and confusion can be removed. The meeting of policy planners can be organized to resolve this issue.
2. The admission of students in D.Ed. course varies from state to state. The quality of training declines for admitting more number of students in the PSTE course. Fifty students to be admitted as recommended by DIET Guidelines. Besides this, students are to be admitted on the basis of entrance test and interview basis.
3. In most of the states English was followed as medium of instructions in D.Ed. course. It creates problems to some of the students. Therefore, the regional language of different states/UTs to be followed in D.Ed. course.
4. The study revealed that the duration of D.Ed. course varied from one year to four years in different states and union territories. The duration of D.Ed. course to be at least two years according to DIET guidelines so that adequate time to theory and practice can be provided. If the state has adequate resources, the B.El.Ed. course can be introduced.
5. The study has revealed lot of variations in implementing elementary teacher education curriculum in terms of agency for curriculum development, number of working days, periods in a week, duration of periods, teaching approaches in different subjects, evaluation system etc. These variations shown in the study need further in-depth qualitative analysis and research support to see the effectiveness in teaching-learning process in elementary teacher education institutions and schools.
6. Different names are given for compulsory and optional papers of ETE course. It would be better if these are put under foundation course, stage specific course and additional papers. These papers should have linkages with practical work and practice teaching so that theory and practice can be integrated.

7. All the teaching subjects related to both cognitive and non-cognitive should have practice session in schools. It will help in integrating both content and methodology in ETE programme.
8. The practice teaching during D.Ed. programme are not taken seriously in many states/uts. It should be of longer duration. The proper steps to be provided for preparing student teachers for practice teaching. They should be allowed to perform all activities of the school independently. The proper feedback to be provided during teaching practice by the supervisors. The school experiences to be shared after the teaching practice. It will minimize the gap between theory and practice.
9. The work experience health and physical education, community work, ICT, music, educational technology, action research etc. were prescribed under practical work in D.Ed. course by different states. These practical work should have linkages and based on foundation course and teaching practices. It will in integrating theory and practice and content and methods. For further verification, research study to be conducted for the practical work related to co-scholastic areas.
10. The D.Ed. curriculum is transacted by using lecture method, demonstration, group discussion, project, assignments, field trip etc. Beside these, constructive approach to be followed in D.Ed. course for preparing reflective and creative teachers.
11. Two agencies namely SIEs/SCERTs and Boards of School Education are responsible for construction of curriculum in most of the states. But from the findings of the study it appears that there is no coordination between the two important agencies. Both the agencies should work together for preparing the ETE curriculum and follow the NCTE norms. It will also improve the quality of ETE curriculum.
12. In most of the states, marking is followed for evaluation of student teachers achievement of ETE course. Continuous and Comprehensive Evaluation (CCE) is also not followed in most of the states and union territories. A study may be undertaken for knowing the strengths and weaknesses of marking system and CCE and also the introduction of grading system in evaluation.

In the end it can be concluded that academic subjects are still given considerable more weightage in comparison to the co-scholastic area in ETE course. The integrated of theory & practice, content and methods & use of ICT in teaching learning process are not reflecting clearly in the ETE course. Therefore, there is need for in-depth research study to find out the gaps and causes so that suitable strategy can be evolved to improve this course.

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Status of Elementary Teacher Education Curriculum in Different States/Union Territories

Questionnaire

Instructions:

This questionnaire is prepared to assess the status of existing Elementary Teacher Education Curriculum of different states and Union Territories. The questionnaire consists of six sections. The first section is about General Information, second is about Scheme of Studies, the third section seeks information about Practice Teaching, the fourth about practical work/activities, fifth about assessment and evaluation and the last section is about suggestions for improving existing Elementary Teacher Education Curriculum.

Please attach separate sheet to provide information wherever necessary.

Section 1 : General Information

1.1 Number of Elementary Teacher Education Institutions in your state

- (i) District Institute of Education and Training (DIETs) ()
- (ii) Elementary Teacher Training Institutes (ETIs) ()

1.2 Name of the Pre Service Elementary Teacher Education Course run by your state (Please Tick Mark)

- (i) Diploma in Elementary Education (D.Ed.)
- (ii) Junior Basic Training (JBT)
- (iii) Primary Teacher Training (PTT)
- (iv) Elementary Teacher Training (ETT)
- (v) Any other (specify the name) _____

1.3 Duration of ETT course (Please Tick Mark)

- (i) One Year
- (ii) Two Years
- (iii) Two and Half Years
- (iv) Any other (Please specify)

Admission Criteria for ETT Course

- (i) Entrance Test
- (ii) Merit Basis
- (iii) Both Entrance Test and Merit Basis
- (iv) Any other (Please specify)

1.4 What is the minimum qualification required for admission in the course

- (i) High School (X)
- (ii) +2 (XII)/Intermediate
- (iii) Graduation
- (iv) Any other (Please specify)

1.5 ETT course is run for (Please tick mark)

- (i) Fresh Students
- (ii) Teachers who are already in service

1.6 Medium of instruction of the course ()

1.7 Total number of Instructional Days in a Year ()

1.9 Total Number of Working Days in a Year ()

1.10 Number of Periods in a Week ()

1.11 Duration of a Period ()

1.12 When was the Curriculum/syllabus for this course last revised ()

1.13 Frequency of Curriculum Revision ()

1.14 Please mention the guidelines for development/revision of the curriculum

1.15 Agency involved in Curriculum Construction /revision for this Course (Please Tick Mark)

- (i) SCERT/SIE
- (ii) DIET
- (iii) University Department of Education
- (iv) Any other agency

1.16 Personnel involved in Curriculum Renewal Process

- (i) Teachers
- (ii) Teacher educators working DIETs/CTE/ASEs/SCERT/ University department of education
- (iii) Faculty from national level institutions
- (iv) Any other (Please specify)

1.17 How many students are admitted in 1st year of ETT course of your state (Please specify)

Section 2 : Scheme of Studies

2.1 First Year

Paper/ Activity	Periods	Weightage in terms of Days/Periods in a Year		Total Marks				
		Theory	Practical Activities	Theory	Practical Activity	Internal Assessment	External Assessment	Total
(a) Compulsory Papers.								
1								
2								
3								
4								
5								
6								
(B) Optional/ Special Papers.								
1								
2								
3								
4								
5								
(C) Practice Teaching								
(D) Practical work								
1								
2								
3								
4								
Total								

2.2 Second Year

Paper/ Activity	Periods	Weightage in terms of Days/Periods in a year	Total Marks						
			Theory	Practical Activities	Theory	Practical Activity	Internal Assessment	External Assessment	Total
(a)Compulsory Papers.									
1.									
2.									
3.									
4.									
5.									
6.									
(B) Optional/ Special Papers.									
1.									
2.									
3.									
4.									
5.									
(C) Practice Teaching									
(D) Practical work									
1.									
2.									
3.									
4.									
Total									

2.3 What transactional strategies are being followed in Elementary Teacher Training Institutions.

- (i) Lecture Method
- (ii) Demonstration
- (iii) Discussion
- (iv) Seminar
- (v) Group work/activity
- (vi) Any other

2.4 What type of Teaching Aids are used during Classroom Transaction. (Please Tick Mark)

- (i) Blackboard
- (ii) Charts
- (iii) Models
- (iv) OHP
- (v) Computer
- (vi) Slides
- (vii) Any other

Section 3 : Practice Teaching

3.1 Duration of Pre-Internship/Practice Teaching Activities (_____)

3.2 Steps for preparing pupil teachers for practice teaching (Please ✓)

- (i) Theory of subject teaching followed by demonstration by subject teacher (teacher Educator)
- (ii) Model lesson by External Experts
- (iii) Simulated Teaching/Role Play
- (iv) Micro Teaching by Student Teachers
- (v) If any other method is being used, please specify

3.3 Total duration (Days) for conducting practice teaching

1st year (_____ Days)

2nd year (_____ Days)

3.4 (a) Please give the following details about the practice Teaching Component

Name of teaching subjects	No. of lessons to be taught by student		Total
	I year	/ II Year	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

3.4 (b) Is there any minimum number of lessons prescribed for each teaching subject which are to be observed by supervisor (Yes) (No)
If yes, please mention the number of lessons to be supervised. ()

3.5 Please mention the number of lessons supervised by the cooperative teachers (teachers of cooperative schools) for each subject. ()

3.6. Mention the number of lessons also supervised by the internal Faculty Members/supervisions ()

3.7 How the practice teaching is assessed

- (a) by external assessment
- (b) by internal assessment
- (c) by both external and internal assessment

3.8 If practice teaching is assessed externally how many lessons of a student have to be supervised in a subject. ()

Section 4 : Practical work/Activities/Co curricular Activities

4.1 Provision for organizing practical work/activities prescribed in the course (Please tick mark)

Yes
(For all activities)

No

Yes
(for some activities)

4.2 What are the basis for assessment of practical work

- (i) Records
- (ii) Observation during work/activities
- (iii) Both record and observation
- (iv) Any other (specify)

4.3 What other Co-curricular activities are offered by Teacher Training Institutions in your state during the course for pupil teachers development

- (i) Drama, Dance and other cultural activities
- (ii) Sports and games
- (iii) Debates and other literary activities
- (iv) Any other (e.g. NSS, complex beautification, health education, community participation etc).

Section 5 : Assessment and Evaluation

5.1 Do you follow semester system or annual examination system for this course _____

5.2 Which Scheme of evaluation do you follow for evaluating the students?

Grades (____) Marks (____) Combination of both (____)

5.3 If division/grades are assigned to candidates, it is based on

- (i) Marks/grades in theory, practice teaching and practical work separately
- (ii) Marks/grades in theory, practice teaching and practical work jointly

5.4 Please mention the minimum pass percentage/passing grade

- (a) In theory
- (b) In practice teaching
- (c) In practical work
- (d) Aggregate

- 5.5 (a) First division is given for _____ %marks
(b) Second division is given for _____ %marks
(c) Distinction is given for _____ %marks

5.6 Please mention the name of the agency which awards certificate for the course

- (i) DIET
- (ii) SCERT
- (iii) State Board
- (iv) Any other

Section 6 : Suggestions for improving Elementary Teacher Education Curriculum.

6.1 Does the present Elementary Teacher Education curriculum of your State address the emerging concerns of school education like

- (a) Inclusive Education
- (b) Environmental Education
- (c) Education of disadvantaged groups
- (d) Human rights/child's Rights education
- (e) Information, communication Technology
- (f) Value education
- (g) Adolescent Education
- (h) Any others (Please specify)

6.2 Please give your suggestions to modify the present Curriculum

- (1) Compulsory papers



(2) Optional papers

(3) Practice Teaching

(4) Practical work

6.3 Please give your suggestions to improve the existing evaluation system of the course.

6.4 Please give your suggestions for improving the Elementary Teachers Training Programme as a whole.

